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ABSTRACT

The National Institute for Literacy (NIFL) was charged with developing a National Literacy Database. This manual contains standards, guidelines, and a framework to be used when adding literacy resources to the National Literacy Information and Communication Network. As more state literacy resource centers (SLRCs) and literacy organizations implement these standards, the NIFL can make available all literacy-related information and material through a single point of contact. This Network will provide a consistent, reliable, and central source of literacy information. The manual opens with the vision statement of the NIFL Information and Communication System. The next two sections deal with cataloging literacy material and provide the MARC format, guidelines, and samples to be used when adding unpublished materials and organization information. The literacy thesaurus to be used for subject headings will eventually be added to the manual. Issues relating to the purchase of automation software for SLRCs are covered in the software section. A listing of software packages available in the marketplace is also included. The final section introduces guidelines for the dissemination of literacy materials. Included in the appendices are the text of "The National Literacy Act of 1991" and lists of work groups and their members. (JLB)

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NATIONAL LITERACY INFORMATION & COMMUNICATION NETWORK

STARTING POINT

guidelines, standards and a framework for establishing a national literacy information and communication network

National Institute for Literacy
800 Connecticut Avenue, NW, Suite 200
Washington, DC 20006

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NATIONAL INSTITUTE FOR LITERACY

July 15, 1994

Dear Reader:

On behalf of the National Institute for Literacy, I am very pleased to be able to share this new literacy resource with you. It is the culmination of almost two years of work by many members of the literacy and information sciences fields. We hope that this document will provide the structure for the creation of a world-class literacy database and information system.

The enclosed materials provide the basis for each national, state, and local program to organize literacy related materials so that they can be accessed by other individuals and organizations.

I think we have all felt the frustration of knowing that so many innovations in literacy practice are not becoming available to a wider audience so that they can accelerate improvements in the field. What is so exciting about this project is that it has the potential for capturing more of the promising and successful efforts that are being designed and implemented across the country.

This project represents the kind of work the National Institute for Literacy can and will continue to do to support the creation of a strong literacy system in the United States. Since these materials will need to be continually updated, please be sure to give us your feedback on their form and content.

Lastly, I want to acknowledge the hard work of all the work group members from around the country and of Jaleh Behroozi of my staff. This is a truly collaborative effort that will continue for some time to come.

Sincerely,

Andrew Hartman

Andrew Hartman
Director

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Introduction

National Literacy Information and Communication Network

The National Literacy Act of 1991 in addressing one of the areas of vital needs for achieving Goal 5 charged the National Institute for Literacy with the task of developing a "National Literacy Database." In October 1992 the Institute conducted a study of the literacy community's information needs by type of users, quality and format of existing literacy sources and database information offered by local, state, regional and federal agencies.

The study identified many challenges facing the development of a national literacy database. First, although information and data are available from a variety of sources, these sources use different data definitions, terms and formats, creating inconsistencies that hampers the accessibility of information and data across different systems. Second, most literacy organizations operate on a limited budget and need to be able to access a database with minimum use of resources and little need for training. Finally, the complexity of the development of this system dictates a step-by-step process, one that can ensure a state of art information communication tool that is affordable yet powerful, and easily adaptable to advancing technology. Based on the results of the study, the Institute developed a workplan that includes the following guiding principles for establishing the NIFL's Information and Communication Network:

A. Avoid duplication of effort by building on existing systems and data bases that hold commercially-published materials,

B. Enhance the field's store of knowledge by encouraging sharing among members of the literacy community, and by electronically organizing the vast amounts of information and materials produced by state and local literacy organizations and agencies,

C. design a cooperative and inclusive planning process that ensures the active involvement of members of the literacy community at every level.

During the SLRC Conference in September 1993, eight work groups (Appendix B) were formed to develop a vision statement and a work plan for implementing the NIFL's National Literacy Information and Communication Network within the scope of the National Literacy Act.

In keeping with the mission of facilitating the sharing of information, the work groups have used a consensus-building process to develop the standards, framework, and guidelines presented in this manual.

Widespread use of these guidelines is the first step towards establishing the National Literacy Information and Communication Network and using advanced technology to link members of the fragmented literacy community.

As more SLRCs and literacy organizations implement these standards, the NIFL can make available all literacy-related information and material through a single point of contact. It will provide the consistent, reliable, and central source of literacy information that the literacy community needs.

About this manual:

The documents provided in this manual represent the collective effort of staff members of the SLRCs, and many other federal government agency, and individuals since October of 1993 (see the Appendix B for the list of work groups and members).

Each document contains the standards, guidelines, and framework necessary to support the management of the SLRCs' collection of unpublished materials, to complement existing standards for published materials, and to ensure that any resulting catalog records can be shared among as many SLRCs as possible.

The first draft of each document was prepared by the assigned work group and reviewed by SLRC Coordinators, State Directors of Adult Education, and State Librarians. Their feedback was used by the work group to compose a second draft that was sent back to all readers for final review and adoption.

The core guidelines and standards have been developed carefully to ensure flexibility for local adoption, as well as to provide core standards for SLRCs, literacy programs and the National Institute For Literacy. This is our first step toward establishing a National Literacy Information and Communication Network.

The Starting Point Manual is a work in progress. Periodically, the National Institute for Literacy will send new, revised or updated sections to include in your copy of the handbook as the National Literacy Information and Communication Network progreses, and as more SLRCs begin development of these standards. Please discard old sections to make way for the new.

The Institute is soliciting criticism, comments, submissions and suggestions for the manual. This is a living document that should change with your changing needs.

NATIONAL INSTITUTE FOR LITERACY

INFORMATION & COMMUNICATION SYSTEM

Vision Statement

DRAFT - 12/1/93

In order to implement critical provisions of the National Literacy Act of 1991, the National Institute for Literacy proposes to develop a national literacy information and communication system that will contribute to the national goals of maximizing the effectiveness of literacy services, and enabling every adult to gain the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. The Information and Communication System will be based on field-based research findings about literacy stakeholders' information needs; the NIFL Priorities for Action; the direction set forward by representatives of ED, DOL, HHS and NIFL's Advisory Board; and Administration priorities in the area of telecommunications -- the superhighway proposed by Vice President Gore. The System will build upon existing state, regional, and national networks and educational databases to provide the adult literacy community with interactive links to information resources from Federal, State, and local public and private sources.

The NIFL Information & Communication System will enable:

- policy makers at Federal, State, and local levels to get and share valid and reliable information for building sound policy and measuring progress toward achievement of the National Literacy Act's goals;
- teachers and tutors to gain access to and share effective teaching strategies, proven curricula and materials from all across the country;
- local program directors to share curricula, staff development ideas, funding opportunities, and accountability systems and measures;
- adult learners to interact with one another, and to find out about programs and services that can help in removing barriers to learning;
- providers of staff development services to gain access to research results and alternative approaches to training models and curricula;
- resource center staff to share information and resources that help their clients meet their needs;

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- adult literacy researchers and evaluators to access data sets and research results, and to learn about new questions and hypotheses in the field;

- libraries; national, State, and local clearinghouses; public and private entities; and information referral networks to interact with the literacy community;

- business, industry, and labor to learn about workplace learning models, information about the extent and quality of workplace learning efforts, and opportunities for forming partnerships for workplace learning;

- all groups and individuals with information to give or get about adult literacy to take advantage of the System's resources and capabilities.

The NIFL Information & Communication System will be:

INCLUSIVE:	will serve all stakeholders in the adult literacy/basic education community
ACCESSIBLE:	low cost, user friendly for all user skill levels, multiple entry points
SEAMLESS:	System processes, including access to other remote resources, will have a unified "look" and "feel"
INTERACTIVE:	will have two-way communication, conference capability, and facilitate both retrieval and contribution of information
DYNAMIC:	will evolve with users' needs, keeping pace with technological advances
COMPREHENSIVE:	will include access to all existing literacy-related resources
RESPONSIVE:	will always provide a quality response, either from electronic or human intermediaries
GROWING:	can be added to; will incorporate new information sources
EFFICIENT:	will enhance and streamline access to existing information sources **without duplication or redundancy**; will get the best information in the least number of calls.

The NIFL Information & Communication System will require:

- collaboration at all levels among Federal, State, and local agencies;

- technical assistance, training and support;

- funding for all levels of the System;
- Federal interagency support; and
- sensitivity and responsiveness to the changing needs of the field.

The NIFL Information & Communication System will include:

- an evaluation and reporting system on implementation of the National Adult Literacy Act of 1991;
- a forum for dialogue about the results of basic and applied research and demonstration projects;
- a database of adult literacy and basic education programs, including workplace education and family literacy programs;
- a database of assessment tools and outcome measures;
- a forum for dialogue about findings regarding progress toward the National Education Goals, especially Goal 5;
- access to information on training and technical assistance for the full continuum of services pursued by adult learners;
- access to information on promising products and practices;
- interfaces with State Literacy Resource Centers, State Library Systems, ERIC, OCLC, OVAE/DIAL-iN, and other databases;
- information on points of contact and experts in topical areas; and
- information and referral on programs and resources.

In the coming year, the Information & Communication System will accomplish:

- a qualitative assessment of existing information collections and vehicles for telecommunications at the national and state level to:
    - determine what resources currently exist -- and where -- to meet needs identified as critical to the System;
- an assessment of SLRCs' technical and organizational capability to serve as key nodes on System at the state level, which will result in:
    - development of training and technical assistance plan to meet needs identified for hardware, staff, networking, and training; and
    - training and technical assistance to bring SLRCs "on-line" with cataloging framework developed through consensus building process;
- a process that facilitates interactive telecommunications links to Internet through NIFL.

DATA ENTRY GUIDELINES
FOR UNPUBLISHED MATERIALS

These guidelines accompany the Record Structure for Unpublished Materials as developed by the NIFL Data Base Record Structure Work Group. Unpublished materials are the ones generated locally and produced by the various programs, projects, and agencies in each state. The elements in this record structure are for cataloging such materials. The record structure was reviewed by all the State Literacy Resource Centers (SLRCs) and the State Directors of Adult Education and has been issued as Version 1.

The title page of the work along with data from other primary sources should serve as the basis for your data entry for your catalog record. If there is no title page or other primary descriptive information with the material, you may need to obtain cataloging data from secondary sources. If the material you are cataloging is nonprint, e.g., an audiovisual, the same rules apply as if it were a printed work.

Title

The *title proper* should be keyed exactly as seen in the material -- everything should be in the same order, wording, spelling, accentuation, and other diacritical marks (if possible). If it is a very long title, it can be abridged if there is no loss of essential information. All omissions from the title are indicated with three dots, i.e., ". . .". If the material does not have a title page, then you will need to create a title by using some part of the work as a substitute.

If there is a *subtitle*, which may appear as expansion of the title proper, then it should be recorded the same as the title proper. A subtitle can be defined as a secondary title which is used to modify the title proper. An example of a title proper and a subtitle would be:

[TITLE PROPER] [SUBTITLE --->]
The midnight patrol: the story of a Salvation Army lass who patrolled the dark street of London's west end on a midnight mission of mercy.

A *parallel title* is the title proper written in an another language or in another script. Other titles may exist that may be a more popular version of a title and such titles should be entered into this field so users can find them later. For example Hayden's *Symphony 94 in G Major* is also known as the "Surprise Symphony."

The title field should also contain the *edition or version* of the material. This information indicates the changes, deletions, or modifications that may have been made to earlier versions of the material. Such information may read, for example,

"revised and enlarged," "abridged,", "expurgated," as well as provide numbered information, for example, "5th edition."

If you are cataloging a journal article, then the title of the article goes in this field. The title of the journal is to be entered in the "Periodical or Serial" field.

Series

This field will have the series title. A series title represents a number of separate works, usually related in subject or form, that are issued successively. They are usually issued by the same publisher and are in uniform style. The series title may be a collective one that may appear on the title page of each work. A series may be written by one author, as in Will Durant's *The Story of Civilization*, or issued by a publisher who commissions several authors to write several volumes on one subject.

Periodical or Serial

Periodicals and serials are closely related. A periodical is a publication with a distinctive title which appears in successive numbers or parts at stated or regular intervals. Periodicals are intended to be continued indefinitely. Usually each issue contains articles by different contributors.

A serial is also issued in successive parts at regular or irregular intervals and is intended to continue indefinitely. This category includes newspapers, reports, proceedings, and annuals.

In either case, you need to enter the title of the periodical or serial accompanied by the volume, number, and inclusive pagination of the article (that was cited in the "Title" field). If, over time, the serial or periodical changes names (or sponsoring publisher, etc., that these changes must be noted. References to previous titles can be placed in the "Notes/Added Entries/Comments" field. An example of such an entry is:

ERIC Review, Vol. 2, Issue 3, pp. 9-13

Personal Author

This is the individual(s) who was chiefly responsible for the intellectual or artistic content of a work, e.g., writer of a book, compiler of a bibliography, photographer, etc. An anonymous work would be one in which the author's name does not appear anywhere in the material. A compiler, or one who brings together material from the works of various authors or the works of a single author, would be entered in this field.

Names should be entered as: Last name, first name (space) middle name (or middle initial).

Examples are:

Mair, Alice Joy.
Bedingfield, A.
De Filippino, Peppino.

Corporate Author

A corporate author would be an organization, or group of persons who are collectively identified by one name and act as an entity, who are responsible for the content of a work. Examples of how corporate names may appear are:

American Library Association.
Canadian Literacy Thesaurus Coalition.

Subject - NIFL Thesaurus

The core vocabulary that must be entered here are the NIFL-specific thesaurus terms.

Subject - Non-standard Other Descriptors

This field can carry terms from multiple controlled vocabularies depending on the choices of the local cataloging source. Other subject terms that can be entered are, for example, Library of Congress Subject Headings (LCSH), ERIC descriptors, Sears headings, etc., including any locally-developed subject headings.

Origin of Non-standard Other Descriptors

Each non-standard descriptor type used should be identified with a two-letter character code:

DW for Dewey Decimal Classification
ER for ERIC descriptors
LC for Library of Congress Classification
LS for Library of Congress Subject Headings
SH for Sears headings
AK, AR, AL, etc. are the two-letter Post Office state abbreviations used to identify any locally-developed vocabularies.

Material Type

This is the form (or type) of the material. Examples for print and nonprint materials are:

Printed materials: book, textbook, workbook, pamphlet, newsletter, brochure, flyer, testimony, speech, proposal, bibliography, conference proceeding or paper, annual report, contractor report, research report, government document, thesis/dissertation, serial/journal, legal material (for example, court case or decision, law or legislation, or regulation), catalog

Nonprint materials: software or freeware, audiovisual, data base, microform, print or photograph, computer game, or video material (videodisc or videotape).

Physical Media

A statement of physical medium is provided in order to identify the item and to distinguish among printed texts of work and nonprint material. **NOTE**: Do we want to create abbreviated symbols as the authority file here? MARC has assigned single letter codes.

Print
Microform
Diorama
Silent filmstrip
Sound filmstrip
Kit
Model
Motion picture
Video cassette tape
Chart
Flash cards
Game
Realia (tangible objects, for example, hand puppets)
Slides
Transparencies
CD-ROM
Diskette
Software

None given
Don't know

The size or dimensions of the material should also be given in this field. An example of a full entry in this field, based on AACR2, would be:

Video cassette, 25 min.: sd., color, VHS

Flipchart (42 sheets): col.: 59x42 cm.
Game, 32 pieces in container (28x18x8 cm.)
Diskette, dbl sd-high density, 1.44 MB, 3-1/2 in. with instructor manual

Audience

The types of individuals who may be most interested in the material, or for whom the material is most suitable, can be recorded here. Audience types can include:

Administrator
Student
Business
Program Manager
Counselor
Policy Maker
Tutor
Mentor/Teacher/Trainer
General

Notes about the audience can also be captured here, e.g., "Workbook designed for planners and program managers who have an interest in workplace programs, and are preparing the basic outline for a program."

Skill Level

There are three basic skill levels that can be recorded in this field and are to be used at the discretion of the person cataloging the material. The three levels are:

Beginning
Intermediate
Advanced

If no skill level is indicated, or it is not possible to discern what it might be, "none given" can be entered.

Date

This is the date the material was published, copyrighted, produced or developed. Year only dates are entered as "1994." If month information should be added to make for a more complete record, then those dates should be entered as "Jun 1989" using the three-letter abbreviation for each month. If the work is in more than one volume and the publication dates vary, then give the inclusive dates, e.g., "1988-1990." If the date is uncertain, but you can derive an approximate date, then enter the information as "1992?".

Distributor/Availability

This field will provide information on how to access, obtain, or purchase the material. If there are any restrictions in acquiring the material, it should be noted in the field. Information contained in the subfields should include:

Distributor name, e.g., Wider Opportunities for Women
Distributor address, e.g., 1649 K Street, N.W., Washington, DC 20006
Distributor telephone numbers, e.g., 202-833-4400 and 202-833-1234 (fax)
Price: $12.00 plus $3.50 shipping and handling

Source/Publisher

The source or publisher is the person, corporate body, or firm responsible for issuing the material. According to AACR2, there are several required items of information that should be carried in this field, i.e., name of the publisher and geographic location of publisher. Therefore, examples of how information can be entered in this field would be:

New York, NY: Spectrum Publishers
Washington, DC: United States Commission on Civil Rights

Holdings

This field would contain any unique local accession numbers that are maintained by the SLRC and a code for that SLRC.

Useful (Public) Numbers

Any numbers which help identify the work should be captured in this field. For ease of retrieval, numbers should have hyphens, as opposed to blanks, linking the data. Some examples of these numbers are as follows:

The International Standard Book Number (ISBN): ISBN-0-0000-0000-0
The International Standard Serial Number (ISSN): ISSN-0000-0000
Contract Number
Grant Number
Government Printing Office (GPO) Number
ERIC Accession Number: ERIC-00-0000
Department of Labor (DOL) Number

Date Entered

This is the date that the record was placed in the local data base by the SLRC, State Library, or other contributor. This date information should be recorded as "23 Jun 1994".

Notes/Added Entries/Comments

Notes can consist of statements quoted from the work or other sources (or stated by the reviewer or cataloguer) or a combination of the two. Notes help augment the identification or description of the work. This field is of variable and optional length.

Annotation/Abstract

CORE RECORD ELEMENTS
FOR UNPUBLISHED MATERIALS

Record Element	Description	MARC Field
Title	Complete title (including subcomponent designator, subtitle, and format descriptor to include edition/version). If cataloging individual journal article, title of article goes here.	245
Series	Series title	440
Periodical or Serial	Citation to include title (unless captured as cataloging complete journal as main title), alphanumeric and chronological designation	362 (title not in MARC here)
Personal Author	Person(s) responsible for the intellectual content of the material; personal author, editor, or personal compiler.	700
Corporate Author	Organization(s) associated with the publication of the material: corporate author, contractor, developer, sponsor, compiler, project, conference, etc.	710
Subject: NIFL Thesaurus (standard and required)	Required controlled vocabulary of NIFL-specific thesaurus.	650 (also 600, 610, etc., but rarely)
Subject: Non-standard other descriptors (optional)	Other controlled vocabular(ies), for example, LCSH, ERIC descriptors, Sears, etc. This field is where SLRCs can place local unique terms. Multiple vocabularies can be represented in this field.	650
Origin of non-standard other descriptors	This is a two-character code that records the origin of the non-standard descriptors.	
Material Type (Intellectual Format)	Form of material, e.g., book, workbook, pamphlet, freeware, newsletter, brochure, online/electronic, testimony, speech, proposal, bibliography, conference proceeding, etc.	"Nature" note (500) for intellectual approach

Physical Media	Print, microform, audio, slides, CD-ROM, video, electronic, diskette, multimedia, "none given," "don't know," etc.	245 = h (Develop list)
Date	Date published, copyrighted, produced, or developed	260 = c
Distributor/Availability	Source (including address, phone number) for accessing, obtaining or purchasing material and restrictions, if any. Can indicate "none given", reserve only, etc.	260
Source/Publisher	Group(s) that originated material	260 = b
Holdings	Local unique accession numbers and contributing SLRC	99
Useful (Public) Numbers	ISBN 020, ISSN 022, contract or grant number, ERIC number, GPO number, DOL document number	0XX fields
Date Entered	Date record put into local database	Fixed field "Entered"
Notes/Added Entries/Comments	Optional information	500
Annotation/Abstract	Optional length and information	

Sample Records of Unpublished Materials

245	00	a	Online action research (OAR):
		h	computer file
		b	complete date record
260		a	San Diego, CA (8910 Clairemont Mesa Blvd., San Diego 92123, 619-292-2900):
		b	Comprehensive Adult Student Assessment System;
		b	Available through Internet or Connect,
		c	Dec 1993.
300		a	1 v.
		a	computer file
500			Includes print manual
521			Mentor, teacher, trainer
521	8b		Skill level: none given.
538			Accessible through Internet or Connect
650	4	a	ESL
650	4	a	ABE
650	7	a	Classroom practice
		2	ER
710	20	a	Comprehensive Adult Education System
001		xxxxxx	
035		Grant X257A20508	
Input date		19940427	
040		NIFL	

245	00	a	Our Stories in Living Color:
		b	A multi-cultural resource book and bibliography for tutors and adult learners.
250			Volume II
260		a	Fremont, CA (2450 Stevenson Blvd., Fremont, CA 94538):
		b	Alameda County Library, Adult Literacy Program
		c	1994
300		a	1 v.
500			bibliography and resource book
520			This bibliography and resource book provides cross-cultural literature by adult learner authors of multicultural backgrounds.
521			literature
521	8b		skill level: intermediate
650	4	a	adult learner
650	4	a	writing
650	7	a	writing process
		2	CA
710	20	a	Alameda
001		xxxxxx	
035			
Input date			
040			

245 00 a Literacy Connections:
b A Publication of the State Literacy Resource Center

260 a Mt. Pleasant, MI (State Literacy Resource Center, Central Michigan Univ., Ronan 219 A, Mt. Pleasant, MI 48859, 517-774-7680)
b State Literacy Resource Center
c Winter 1994

300 a 1 v.

500 newsletter

520 The Winter 1994 issue highlights activities of the Michigan State Literacy Resource Center -- fall 1993 conference; visit by the Governor's Advisor Dr. Georgia VanAdestine; the statewide training needs assessment survey; and description of the six field research projects funded by 353 grant award friom MDE, Adult Learning Services.

521 program manager

521 8b skill level: none given

650 4 a State Literacy Resource Center

650 4 a newsletter

650 7 a teacher-based inquiry
2 MI

710 20 a State Literacy Resource Center, Central Michigan University

001 xxxxxx

Input date 19940518

040 NIFL

245	00	a	The Times of My Life
260		a	Cumberland, KT (306 Central Street, Cumberland 40823)
		b	Harlan County Library Literacy Project
		c	1993
300		a	booklet
440		a	first in series of six booklets
500			booklet

520 This booklet was developed from oral stories told by O.T. Henderson, a Harlan County Literacy student, and contains stories about local issues and local people.

521			Mentor, teacher, trainer
521	8b		Skill level: Grade 4 level (Flesch-Kincaid readability scale)
650	4	a	oral stories
650	4	a	library literacy project
650	7	a	Harlan County
		2	KT
700		a	Henderson, O.T.
		b	Warren, Carol
		c	Garland, Todd
710	20	a	
001			xxxxxx
Input date			19940524
040			NIFL

245	00	a	Young Non-Volunteer Students in ABE
		h	video tape
		b	East Tennessee Public TV Teleconference
260		a	Knoxville, TN
		b	University of Tennessee Center for Telecommunications and Video
		c	Jan 1994
300		a	1 videocassette
500			videocasette
650	4	a	adult basic education
650	4	a	young adults
650	7	a	public TV
		2	TN
710	20	a	University of Tennessee Center for Telecommunications and Video
001		xxxxxx	
Input date		19940524	
040		NIFL	

245	00	a	ESL: Small Town
		b	Maury Literacy Council 353 Project
260		a	Maury County, TN
		b	Maury Literacy Council
		c	May 1993
500			curriculum

520 This curriculum was designed for both beginning and experienced teachers and can be modified to meet the needs of individual students and circumstances. The model was intended for use with a multi-level class. Sections of the guide cover: telephone skills, stores, car care and travel, health care, community services, commerce, recreation and entertainment, community events, holidays and traditions.

521			Mentor, teacher, trainer
521	8b		Skill level: multiple levels
650	4	a	ESL
650	4	a	curriculum
700	10		Roberts, Lynn
001			xxxxxx
Input date			19940524
040			NIFL

245	00	a	Enhancing Self-Esteem in Undereducated Adults:
		b	An Adult Student Workbook
260		a	Portland, OR:
		b	Portland Community College;
		c	1990
300		a	1 v.
		b	29 pp.
500		teaching guide	
520		Provides lessons to help adults improve their self-esteem by focuing on each individual's intrinsic worth.	
521		Mentor, teacher, trainer	
521	8b	Skill level: none given	
650	4	a	adult basic education
650	4	a	self concept
650	4	a	self efficacy
650	7	a	self evaluation
		2	FL
700	10	Collins, Rita	
700	10	Heumann, Judy	
001		xxxxxx	
Input date		19940525	
040		NIFL	

245 00 a Literacy Training for the Homeless:
b Guidelines for Effective Programs

260 a Albany, NY (5-D-28, Cultural Education Center, New York State Education Center, Albany, NY 12230, 518-474-8940)
b Bureau of Continuing Education Center
b The University of the State of New York
c 1993

300 a 1 v.
b 17 pp.

500 curriculum guide

520 Information for developing and evaluating a literacy program for homeless adults. Also contains sample lesson plans and activities.

521 Mentor, teacher, trainer

521 Education administrator

521 8b Skill level: none given

650 4 a adult literacy

650 4 a evaluation; homeless people

650 4 a program development

650 4 a recruitment

700 10 Spanard, Jan-Marie

700 10 Smith, Barbara

001 xxxxxx

Input date 19940522

040 NIFL

245 00 a National Institute for Literacy:
h minutes
b Minutes of the Board

260 a Washington, DC (800 Connecticut Ave., N.W., Suite 200, Washington, DC 20202-7560, 202-632-1500)
b National Institute for Literacy
b Available as full text record
c Mar 1994

500 Minutes

520 A number of significant topics were discussed during the National Institute for Literacy (NIFL)'s Board meeting held on March 12, 1994. Major topics were: status of the NIFL budget; presentation of the workplan structure which includes leadership, knowledge building, capacity building and community covering the topics of the workforce, the family, ESL, and cross-cutting issues. All board members provided input and comments to the workplan with health care emerging several times as an issue. The plan was voted on and accepted as an appropriate draft.

521 8b Skill level: none given

538 Available as full-text document on NIFL Information Communication Network

650 4 a National Institute for Literacy

650 4 a Board

650 7 a minutes
2 NIFL

700 10 Hartman, Andrew J.

710 20 a National Institute for Literacy

001 xxxxxx

Input date 19940602

040 NIFL

245 00 a National ALLD Center Academy for Educational Development

260 a Washington, D.C. (1875 Connecticut Avenue, N.W. Washington, DC 20009-1202, 202- 884-8185, FAX 202- 884-8422):
b National ALLD Center Academy for Educational Development;
b Available as full text on the NIFL Information Communication Network
c 1994

500 brochure

520 The mission of the National ALLD Center is to raise national awareness about the relationship between adult literacy and learning disabilities, and to help literacy practitioners, policymakers, and researchers better meet the needs of adults with learning disabilities. The Center is a national resource for information on learning disabilities and their impact on the provision of literacy services. It provides information on current best practices in screening and interventions for learning disabilities to literacy providers and practitioners. One of the main functions of the Center is to establish a national information exchange network for the sharing of information, research, expertise, and resources regarding the relationship between adult literacy and learning disabilities. We encourage your inquiries and will either directly provide you with information or refer you to an appropriate resource. The Center has established resource files and is creating a national database to facilitate accurate and quick exchange of information.

521 8b Skill level: none given

650 4 a adult literacy

650 4 a learning disabilities

650 7 a clearinghouse
2 NIFL

710 20 a National ALLD Center Academy for Educational Development

001 xxxxxx

Input date 19940602

040 NIFL

245 00 a Final Report on Precision Srike WorkplacePlace Literacy Training:
b At Certainteed Corporation In Partnership With Vance-Granville Community College And The National Alliance Of Business
h full text available on the NIFL Information Communication Network

260 b Vance-Granville Community College
c Dec 1993.

300 a final report

520 In 1992, Vance-Granville Community College, in partnership with CertainTeed Corporation and the National Alliance of Business, received a grant from the National Institute for Literacy to demonstrate Precision Strike training. Precision Strike training is designed to close the gaps between the current status of a company's workforce and where that workforce needs to be to compete successfully in global markets. Precision Strike was started as a pilot within a pilot program, Skills and Knowledge in Lifelong Learning (S.K.I.L.L.). S.K.I.L.L. involves customized, computerized lessons in basic skills, one-on-one tutoring, workbooks, and a few generally one-session classes. Precision Strike included S.K.I.L.L. activities but was enhanced by special classes and functional context workbooks customized for each participant's job.

The primary product of this project is a guidebook for businesses that want to implement functional context workplace literacy programs (basic skills in the context of the workplace). The guidebook, Precision Strike Training in Lean Manufacturing: A Workplace Literacy Guidebook, not only gives step-by-step directions for initiating a Precision Strike workplace literacy program, but also relates CertainTeed's experiences implementing and evaluating the program.

521 Business owner

521 8b Skill level: none given

538 Accessible as full text file in NIFL Information Communication Network

650 4 a workplace

650 4 a business

650 7 a guidebook
2 NIFL

710 20 a Vance-Granville Community College

001 xxxxxx

035	NIFL grant
Input date	19940602
040	NIFL

245	00	a	Home-Based Family Literacy Mentoring:
		b	A Guide for Head Start Teachers
260		a	Pittsburgh, PA (121 University Place, Pittsburgh, 15260):
		b	Generations Together: An Intergenerational Studies Program
		b	University Center for Social and Urban Research
		c	Feb 1994
300		a	full text available on the NIFL Information & Communication System
500			Final Report to the National Institute for Literacy
520			The goal of the project was to demonstrate the use of older adult tutors to improve Head Start parents' literacy skills so that these parents may aid and encourage the development of their own children's literacy. Seven objectives were addressed.
521			Mentor, teacher, trainer
521	8b		Skill level: none given.
650	4	a	Head Start
650	4	a	adult tutors
650	7	a	parental literacy skills
		2	NIFL
700	10		Smith, Thomas B.
700	10		Herbruck, Ann
700	10		Markesich, Carolyn
700	10		Cianelli, Arlene
700	10		Gallagher, Debbie
700	10		Newman, Sally
700	10		Ward, Christopher
710	20	a	University Center for Social and Urban Research
001			xxxxxx

035	NIFL grant
Input date	19940603
040	NIFL

245	00	a	Learning for Earning:
		h	manual
		b	A Basic Skills and Employability Training Manual for Adult Students.
260		a	Philadelphia, PA (1340 Frankford Ave., Philadelphia 19125)
		b	LSH Women's Program;
		c	Aug 1990.
500			manual
520			This manual was developed to make available to adults the means to improve both employment and academic skills. The manual stresses the area of communication and other interpersonal skills as well as academic skills through a series of readings involving job situations. The manual includes problem solving exercises which encourage participants to explore their skills and goals, the need for job training, and previous job difficulties.
521			Mentor, teacher, trainer.
521	8b		Skill level: none given.
650	4	a	adult education
650	4	a	job training
650	7	a	employment skills
		2	NIFL
700	10		LSH Women's Program
710	20	a	Gordon, Daryl
001			xxxxxx
035			Funded by the Pennsylvania State Department of Education
Input date			19940604
040			NIFL

245	00	a	The Development and Validation of a GED Proficiency Attainment Model for Students with Either Learning Disabilities or Severe Emotional Disabilities
260		a	Lawrence, KA:
		a	Topeka, KA:
		b	University of Kansas, Institute for Research on Learning Disabilities
		b	Topeka School District
		c	Jan 1994.
300		a	1 v.
		a	1 research report
500			Report
521			Mentor, teacher, trainer
521	8b		Skill level: none given
650	4	a	GED
650	4	a	General Education Development
650	4	a	learning disabilities
650	4	a	severe emotional disturbance
650	7	a	Topeka School District
		2	SLRC-KA
710	20	a	Institute for Research on Learning Disabilities, Topeka, KA
710	20	a	Topeka School District
001			xxxxxx
035			
Input date			19940518
040			NIFL

245	00	a	Juvenile and Adult Literacy:
		h	videotape
		b	Assessment and Evaluation Procedures
260		a	Colorado Springs, CO (1110 Elkton Dr., Suite E, Colorado Springs 80907, 719-260-8383, 1-800-530-8117):
		b	Corporate Video Services
		c	Nov 1993
300		a	1 videocassette
500		Video	
521		Corrections officer	
521	8b	Skill level: none given	
538		VHS	
650	4	a	corrections facility
650	4	a	adult and juvenile literacy
650	7	a	correctional education
		2	CO SLRC
710	20	a	Correctional Education Association
001		xxxxxx	
Input date		19940604	
040		NIFL	

245	00	a	Juvenile and Adult Literacy:
		h	videotape
		b	Instructional Techniques
260		a	Colorado Springs, CO (1110 Elkton Dr., Suite E, Colorado Springs 80907, 719-260-8383, 1-800-530-8117):
		b	Corporate Video Services
		c	Nov 1993
300		a	1 videocassette; 2 hours in length
500		Video	
521		Corrections officer	
521	8b	Skill level: none given	
538		VHS	
650	4	a	corrections facility
650	4	a	instructional techniques
650	4	a	adult and juvenile literacy
650	7	a	correctional education
		2	CO SLRC
710	20	a	Correctional Education Association
001		xxxxxx	
Input date		19940604	
040		NIFL	

245	00	a	The Special Adult Learner
		h	videotape
260		a	Colorado Springs, CO (1110 Elkton Dr., Suite E, Colorado Springs 80907, 719-260-8383, 1-800-530-8117):
		b	Corporate Video Services
300		a	1 videocassette; 3 hours in length
500		Video	
521		Corrections officer	
521	8b	Skill level: none given	
538		VHS	
650	4	a	corrections facility
650	4	a	instructional techniques
650	4	a	adult literacy
650	7	a	correctional education
		2	CO SLRC
710	20	a	Correctional Education Association
001		xxxxxx	
Input date		19940604	
040		NIFL	

245	00	a	Learning Resources Evaluations Manual
		c	edited by Evelyn H. Nunes
260		a	Richmond (Va):
		b	Virginia Adult Education and Literacy Resource Center
		c	1993
300		a	270 p.;
		c	28 cm.

520 This manual contains the results of classroom field tests of educational resources by adult educators.

521		adult	
650	4	a	Adult education
650	4	a	Materials
650	7	a	Evaluation
		2	VA
700	10	Nunes, Evelyn H.	
001		xxxxxx	
035		353 Product Product	
Input date		19940513	
040		VA Adult Ed and Literacy Resource Center	

245	00	a	Online AAACE:
		b	with adult and continuing educators
260		a	Washington, DC (1101 Connecticut Ave., N.W., Washington, DC 20036, 202-429-5131) :
		b	American Association for Adult and Continuing Education
		c	Mar/Apr 1994
440b_		=a	Online AAACE
		=v	vol. 11, no. 4
500			newsletter
520			March/April 1994 issue deals with 1994 Board of Directors; 1994 AAACE awards; Professional Tips fact sheet called "Tips on Grant Writing"; a non-serials, proposal form order form; and, reports on association news.
521			adult educators
521	8b		skill level: none given
650	4	a	adult education
650	4	a	lifelong learning
650	7	a	grant writing
		2	AAACE
710	20	a	American Association for Adult and Continuing Education
001		xxxxxx	
Input date		19940518	
040			

Structure for Program Records

The following structure for cataloguing program information was developed and defined by the program records Work Group. This record structure is based on the USMARC fields and tags and on the Public Library Association's analysis of the MARC format for capturing data about Community Information Files.

In addition, the Office of Management and Budget (OMB), in coordination with the Information Infrastructure Task Force (IITF), is promoting the establishment of an agency based Government Information Locator Service (GILS) to help the public locate and access information across the US government.

Based on these two standards, the following record structure was created for your adoption. We are in the process of developing a set of **data entry guidelines** for this structure that will be sent to you shortly.

DRAFT CORE RECORD ELEMENTS
FOR PROGRAM RECORDS

Record Element	Description	MARC Field or Tag	GILS Mandatory Elements
Title of Organization	Program name or popular name	245	Title
Control Number or System ID	Defined by the local program and is used to distingush this record from all others in the database.		Control Identifier
Primary Address	Building Street Address P.O. Box City, County, State/Province, ZIP/Postal Code Country	270	
Telephone Number(s) (or Electronic Access)	Voice FAX WATS 800 number Electronic mail address TTY TTD	270	
Address Associated with Title	Address City, State/Province, Country (can be used to identify fiscal agent)	275	
Hours/Staff Size	Days/times in which organization is open, as well as the size of the staff.	301	
Funding Type/Source	Funding type and source for non-profit and not-for-profit programs.	536	

General Note	General information including notes about speakers bureau, accessibility for handicapped persons, volunteer opportunities, mutual support groups, child care, founding or establishment date, cooperative activities with other programs. For SLRCs this general note should contain the number of programs in the state.	500	Purpose
Eligibility Requirements	Who can use the services of the organization or who can join the organization.	531	Access Constraints
Program Description/ Description of Services	Unformatted note that describes the program and services and/or the mission statement/purpose of the organization involved.	520	Abstract
Target Group	Identify the groups served by the organization.	521	
Geographic Area/Location Served	Textual notes giving information about the georgaphic area served by the program and any network affiliations. If there are multiple sites they should be noted here.	522	
Fees/Terms of Service	Use of the services or how to join the organization, e.g., the fees involved, admission procedures, the waiting period, etc.	531	Use Constraints

Language Note	Textual note giving the language(s) spoken by the staff or the language(s) in which services of the program are provided.	531	
Public Contact Person	Name of persons to contact regarding use of the program (should include telephone number).	570	Point of Contact for Further Information
Affiliation and Other Relation-ships Note	Separate title of organization if different from the program.	572	
Officials (Optional field)	Note indicating the persons who administer the program or service such as directors, administrators, advisory groups, boards, chairpersons, etc.	7XX	
Subject Headings	NIFL thesaurus terms used here to describe services offered by program.	650	Controlled Vocabulary (optional)
Record Originator	Organization that created record	710	Originator
Added Entry Publication Title	Source of secondary information on program, for example, journal citation including date	730	
Responsible Organization	Identifies the organization that created or last modified or verified this record.	Field 040	Record Source
Date Entered or Updated	Date record put into database or updated	501	Date Last Modified

Sample Records of Organizations

001 xxx

245 b0 National English literacy demonstration programs for persons of limited English proficiency

270 a Office of Vocational and Adult Education
a U.S. Department of Education
a Room 4512
a Mary E. Switzer Building
b Washington
c D.C.
d U.S.
e 20202-7242
k 202-732-2365
p Laura Karl

271 k 202-732-2412
p Joyce F. Campbell

301 a 9 AM - 5 PM

520 This program supports the development of innovative educational approaches and methods of English language instruction for adults of limited English proficiency. Discretionary grants and contracts are awarded to organizations to carry out activities for assisting limited English proficient adults, out-of-school youths, or both to achieve full competence in the English language.

521 Limited English proficient adults; out-of-school youths

522 United States

531 a Partnerships that consist of at least one entity from business, industry, labor organizations, or private industry councils coupled with one of the following: State or local educational agencies, institutions of higher education or schools (including employment and training agencies or community-based organizations).

501 19940507

710 10a United States
b Office of Vocational and Adult Education

040 NIFL

001 xxx

245 b0 Migration Education Even Start (MEES)

270 a Office of Elementary and Secondary Education
a U.S. Department of Education
a Room 2155
a 400 Maryland Ave., S.W.
b Washington
c D.C.
d U.S.
e 20202-7242
k 202-401-0803
p

271 k 202-401-0803
p Regina Kinnard

301 a 9 AM - 5 PM

520 This family-centered, State grants program serves migratory parents and migratory children by integrating early childhood education and adult education into a unified program. The program focuses on assisting preschool children reach their full potential as learners and provides literacy and parenting skills to their parents.

521 family; children

522 United States

531 The length of assistanmce is for 12 months, renewable for four years

501

650 0 a family

650 0 a early childhood education

650 0 a parenting skills

710 10 a
b

040

001 xxx

245 b0 National Adult Literacy Volunteer Training Program

270 a Office of Vocational and Adult Education
a U.S. Department of Education
a Room 4423
a Mary E. Switzer Building
a 400 Maryland Ave., S.W.
b Washington
c D.C.
d U.S.
e 20202-7242
k 202-732-2398
p Ronald Pugsley, Branch Chief

271 k 202-732-2398
p Ronald Pugsley, Branch Chief

301 a 9 AM - 5 PM

520 This program is authorized to fund grants to support planning, implementation, and evaluation of programs designed to train adult volunteers, especially older adults who wish to tutor students in adult education programs.

521 volunteers; older adults

522 United States

531 Length of assistance is for 12 to 18 months; funds have never been appropriated for this program.

501 19940518

650 0a volunteer

710 10a United States
b

040

001 xxx

245 b0 Library Literacy (LSCA Title VI)

270 a Office of Library Programs
a U.S. Department of Education
a 555 New Jersey Ave., N.W.
b Washington
c D.C.
d U.S.
e 20208-5571
k 202-219-1315
p Carol Cameron

271 k 202-219-1315
p Carol Cameron

301 a 9 AM - 5 PM

520 The Library Literacy Program provides grants to State and local public libraries. State libraries may use funds to provide assistance to local libraries in initiating adult literacy programs, and providing staff training for librarians and volunteers in extending library literacy programs to under-served populations. Local libraries may use funds to promote the use of or train volunteers, acquire materials that aid adults in need of literacy training, or support library facilities for carrying out these activities.

521 libraries; volunteers; adult literacy programs

522 United States

531 E

501

650 0 a

710 10 a
b

040

001 xxx

245 b0 Family English Literacy Program

270 a Family English Literacy Program
a U.S. Department of Education
a 400 Maryland Ave., S.W.
b Washington
c D.C.
d U.S.
e 20202
k 202-732-5728
p Mary Mahoney, Director

271 k 202-732-5728
p Mary Mahoney, Director

301 a 9 AM - 5 PM

520 This discretionary grants program supports projects for providing instruction in the English language for limited English proficient (LEP) families, adults, and out-of-school youth. Other services include instruction to assist eligible aliens in gaining knowledge of English and U.S. history and government.

521 limited English proficient families; adults; out-of-school youth

522 United States

531 Local education agencies, institutions of higher education, private non-profit and for-profit organizations

501 19940515

650 0 a limited English proficient (LEP) families

650 0 a limited English proficient (LEP) adults

650 0 a limited English proficient (LEP) out-of-school youth

650 0 a U.S. history and government

710 10 a United States
b Office of Bilingual Education and Minority Language Affairs

040

The first draft of the literacy thesaurus is currently being compiled into a user friendly format. A copy will be sent to you shortly.

STEPS IN SELECTING A LIBRARY AUTOMATION OR DATA BASE MANAGEMENT PACKAGE

1. Review the Functional Requirements

Look over the general functional requirements for an integrated library system and database management system software (Attachments 1 and 2) as appropriate to your needs.

2. Develop "Must Have" Features Checklist

Supplement the general functional requirements with a short checklist of "must have" features that are specific to your site. "Must have" features can be technical, or functional, or administrative.

3. Read Review Articles

Read over as many of the review articles (see the enclosed bibliography) that you can. Attachment 2-1, with a table of the ILS packages on the marketplace, can help match recent reviews to the vendors.

4. Narrow Down Vendor List

Narrow the field of potential vendors to a few.

5. Select User Sites for Reference Interviews

Develop your vendor "short list", i.e., those vendors whose packages appear to meet all the general functional and "must have" features, and contact at least five user sites for each vendor. Check with NIFL to see if some of the user sites can be other SLRCs. Pick those user sites with greatest comparability to your own.

6. Contact User Sites by Telephone

Obtain informed third-party opinions from the user sites concerning a vendor's effectiveness in system implementation and maintenance.

7. Conduct Demonstrations

If the vendor can provide an on-site demonstration, request it. If the vendor is not in a position to provide you with such a presentation, then request a demonstration copy.

8. Negotiate Purchase Order

Combine the three major inputs -- literature reviews, user interviews, and demonstrations -- and balance it with system cost figures over a 60-month life span. Ask any "finalist" vendors for clarification of questions you have in writing and formally incorporate these written documents into your purchase agreement.

ATTACHMENT 1:
INTEGRATED LIBRARY SYSTEM SOFTWARE REQUIREMENTS
FOR STATE LITERACY RESOURCE CENTERS

General ILS Functional Requirements

There has been for a number of years a clear trend away from automating just parts of a library's operations toward integrating systems in which all subsystems (acquisitions, cataloging, circulation, etc.) are interrelated and share a common database. In October 1982, the Association of Research Libraries defined the term "integrated library information system" as a "single function database ... composed of bibliographic data as well as data necessary to carry out library related functions (e.g., vendor files for acquisition purposes, or borrower files for circulation)" and with all functions "fully interactive with each other."

The ideal integrated library system (ILS) would have the following functional capabilities:

- When bibliographic information is needed for acquisitions, all available data known about a title are entered into a terminal, and then a bibliographic utility (e.g., the Online Computer Library Center, Inc. (OCLC)) and the SLRC's local catalog are searched, and copy for that title or a nearest match is displayed,

- If the title is not in the bibliographic utility (or is not already on the local catalog database), then a record is created and displayed for all data that have been acquired which have been transferred to the record,

- The information in this record is further checked against other online publishers' files, for example, Baker & Taylor or Brodart, for verification,

- The exact or closet match is again displayed and more complete data are added to the bibliographic record,

- All available information is captured from either a bibliographic utility or publisher and is downloaded into the library's own database,

- If the searcher is the acquisitions librarian, and the item sought is not in the library's holdings, then a purchase order is generated,

- When the title arrives at the library, additional information can be added to the record or a new record can be created at the discretion of the cataloger,

o Cataloging personnel can then call up the same record and add locally-required data, such as call number, copy, etc. and indicate to the system that the title is ready for circulation,

o Patrons, including local programs, (either on-site or remote via telecommunications) can search the Online Public Access Catalog (OPAC) by author, title, subject, keyword, (or other selected fields from the record). Patrons can determine if the title is on order, in process, reserve only, available for circulation, or already in circulation,

o Circulation can call up the same record when the item is checked out,

o The same data base is used for records of serial holdings and to generate claims for items not received within a stated time period,

o When items are withdrawn from the collection, the same record is retrieved and deleted (or used to make an indication that the title has been withdrawn), and

o Patrons are able to know about the status of a title at any time and its location.

Together these functions would be represented in an ILS as the following modules: cataloging, circulation, serials, acquisition, supplemental files such as patron data, and reporting. Within this ideal functional environment, an ILS serving the needs of an SLRC should meet the following requirements:

Operating Environment Requirements

o Operate on a personal computer (PC) in either the MS-DOS or Windows environment in an IBM-compatible configuration and/or in an Apple Macintosh configuration,

o Be able to expand from a single-user to a multi-user local area network (LAN) environment. Be able to operate in off-the-shelf LAN environments,

o Be able to include use of the Open Systems Interconnection (OSI) Reference Model as a telecommunications standard, as well as Z39.50 as the library information exchange standard. Use of these standards will make it possible to more

easily communicate and exchange data in the future,

- Support both Machine-Readable Cataloging (MARC) and non-MARC (i.e., uniquely and/or locally-created) record structures. [1]

- Support user-specified fields (including numeric, alphanumeric, dates, and upper or lower case data) in a record and permit multiple occurrences of data within the field as well as repeating multiple subfields. For example, for a document that has several authors, the system will allow the input of all of their names as subfields under the one "Author" field,

- Support the creation of multiple data bases so that an SLRC can create data bases for different types of materials and information such as unpublished reports, points-of-contact, program information, etc.,

- Support an unlimited number of variable length records (including full text) in each data base up to the limitations of the user's hardware configuration,

- Permit the use of lookup and authority files (such as terms from the thesaurus) during record data entry activities,

- Support generating user-defined report formats for display, multi-column reports, labels, and other specified presentations,

- Provide telecommunications access to bibliographic utilities such as OCLC as well as to be able to send and receive records in predetermined formats, e.g., ASCII, to/from other computers that are in and outside the state,

- Support the use of barcoding technology for collection

---

[1] Many libraries and publishers catalog their titles using this format and most of these records eventually end up in the system supported by the Online Computer Library Center, Inc. (OCLC). In the early 1970s, OCLC began the first nationwide Online Union Catalog and Shared Cataloging System. OCLC acquires the original catalog records prepared by the Library Congress (LC) and complements those records by supporting the original cataloging of materials not captured by LC that are contributed by libraries around the world. OCLC also supports the loaning of these materials among the participating libraries. Other bibliographic utilities that could be used are RLIN, MARCHIVE, and UTLAS.

management.

Data Entry Requirements

o Full screen, user-defined data entry screen. These screens should be clear and use most of the available space. Users should be able to decide how the screen should look, what fields are to be on the screen, and in what order,

o Users can create, recall, edit/modify, delete, copy and move to previous or next records,

o Automatic word wraparound from the end of one line to the beginning of the next line to expedite the entry of text,

o Any uniquely-required record numbers are generated automatically by the system,

o Files can be imported and exported from the system in standard formats such as ASCII as well as USMARC format.

Searching and Retrieval Requirements

o System supports "AND," "OR," and "NOT" boolean search logic as well as proximity operators for specifying adjacency in any and all parts of the record,

o Be able to search on parts of a word or substitute unknown letters in a word with "wildcard" characters,

o Be able to search in any field including date of publication, type of materials, audience, etc.

o Fields for searching can be specified, and

o Allow for search strategies to be saved and executed again.

ATTACHMENT 2:
DATA BASE MANAGEMENT SYSTEM SOFTWARE REQUIREMENTS
FOR STATE LITERACY RESOURCE CENTERS

For those SLRCs that do not anticipate requiring the modules found in an integrated library system (ILS), a set of requirements for a data base management system (DBMS) must be established. These requirements are essentially a subset of the ILS requirements.

Operating Environment Requirements

- Operate on a personal computer (PC) in either the MS-DOS or Windows environment in an IBM-compatible configuration and/or in an Apple Macintosh configuration,

- Be able to expand from a single-user to a LAN environment. Be able to operate in off-the-shelf LAN environments,

- Support both MARC and non-MARC record structures,

Support user-specified fields (including numeric, alphanumeric, dates, and upper or lower case data) in a record and permit multiple occurrences of data within the field as well as repeating multiple subfields. For example, for a document that has several authors, the system will allow the input of all of their names as subfields under the one "author" field,

- Support the creation of multiple data bases so that an SLRC can create data bases for different types of materials and information such as unpublished reports, points of contact, program information, etc.,

- Support an unlimited number of variable length records (including full text) in each data base up to the limitations of the user's hardware configuration,

- Permit the use of lookup and authority files (such as terms from thesaurus) during record data entry activities,

- Support generating user-defined report formats for display, multi-column reports, labels, and other specified presentations,

- Provide telecommunications access to bibliographic

utilities such as OCLC as well as to be able to send and receive records in predetermined formats, e.g., ASCII, to/from other computers, that are in and outside the state,

- o Support remote user access via telecommunications to the data base.

Data Entry Requirements

- o Full screen, user-defined data entry screen. These screens should be clear and use most of the available space. Users should be able to decide how the screen should look, what fields are to be on the screen, and in what order,

- o Users can create, recall, edit/modify, delete, copy and move to previous or next records,

- o Automatic word wraparound from the end of one line to the beginning of the next line to expedite the entry of text,

- o Any uniquely-required record numbers are generated automatically by the system, and

- o Files can be imported and exported from the system in standard formats such as ASCII as well as USMARC format.

Searching and Retrieval Requirements

- o System supports "AND," "OR," and "NOT" logic as well as proximity operators for specifying adjacency in any and all parts of the record,

- o Be able to search on parts of a word or substitute unknown letters in a word with "wildcard" characters,

- o Search results can be easily extracted, viewed, and presented,

- o Be able to search in any field including date of publication, type of material, audience, etc.

- o Fields for searching can be specified, and

- o Search strategies can be saved and executed again.

SOME SUBJECTIVE CRITERIA TO EVALUATE AUTOMATION SYSTEMS

SYSTEM FEATURES: How robust and comprehensive is the software? Is the software missing any obvious features or functions? Can the data, once entered form the foundation for other modules in addition to circulation control? A circulation system should provide more than basic functions: Patron registration, checkout, checkin, overdue notices and statistical reports. A good circulation system will also provide for renewals, recalls and other frequently encountered situations. A series of reports should be readily available.

DATA STORAGE: How much bibliographic, item, patron and authority data is stored (number and size of fields)? Is there sufficient room to store the standard data elements? Are some or all of the data elements required or can the library make some fields optional? How effective is the system for data entry?

PERFORMANCE: How much power is given to the user to accomplish a task? Does the system employ a simple, lowest common denominator approach? Or does the system empower the experienced user with shortcuts and flexible tools? How many steps are needed to complete a task? Response times should be fast. Record input should take no more than 10 seconds. Circulation transactions should require no more than 2 to 5 seconds.

EASE OF USE: Is the system easy to learn? Are the commands mnemonic? How many keystrokes are needed to complete a task? Is it easy to move about the system? Is it easy to move to other modules? Does the system take full advantage of the computer's capabilities? Are the menus easy to understand and well organize? Is help available? If so, is it easy to get to and is the text understandable? Are the screen displays clear, uncluttered and the data elements labeled?

DOCUMENTATION: How good is the users manual? Does the manual have an Index, Glossary and Table of Contents? Is the layout crisp and clean? Is the text clear? Are examples and sample screens provided? Were any errors in the documentation discovered during the trail run?

CUSTOMER SUPPORT: Is tollfree telephone support available? Are there optional levels of service available? Are regular software updates provided? How good is the service? Is there a Users Group? How active is its Users Group? Is there a newsletter?

APPLICABILITY: Is the software suited to a particular type of library?

OVERALL ASSESSMENT: What are the strengths and weaknesses of each product?

Compiled from **LIBRARY TECHNOLOGY REPORTS**

ILS PACKAGES ON THE MARKETPLACE AND NUMBER OF RECENT REVIEWS

Software Package and Vendor	Number of Review(s)
AGILE III Auto-Graphics, Inc.	Cibbarelli's *Directory*
Alexandria COMPanion	*Library Hi Tech* (reviewed) Cibbarelli's *Directory*
APAK System APAK Group	*Library Hi Tech* (cited with no review)
The Assistant Library Automation Products	*Automatome* *Library Hi Tech* (reviewed) *Library Journal* (vendor profile) Cibbarelli's *Directory*
Automated Library System Foundation for Library Research, Inc.	Cibbarelli's *Directory*
Automated Library System Project Simu-School	Cibbarelli's *Directory*
Bib-Base Library Technologies, Inc.	*Library Hi Tech* (reviewed) Cibbarelli's *Directory*
BiblioFile (including Intelligent Catalog) The Library Corporation	*Automatome* *Library Hi Tech* (reviewed) *Library Journal* (vendor profile) Cibbarelli's *Directory*
BiblioTrac Novara Software	*Library Hi Tech* (reviewed)
Book Trac I (for IBM and Mac) Richmond Software Corporation	*Library Hi Tech* (cited with no review)
Circulation Plus and Circulation/Catalog Plus Follett Software Company	*Library Hi Tech* (reviewed) *Library Journal* (vendor profile)

Columbia Library System Columbia Library System (division of CTB Macmillan/McGraw-Hill)	*Library Hi Tech* (reviewed) *Library Journal* (vendor profile) Cibbarelli's *Directory*
Data Trek Library Software Data Trek, Inc.	*Automatome* *Library Hi Tech* (reviewed) *Library Journal* (vendor profile) Cibbarelli's *Directory*
DavexPlus Faxon Canada, Ltd.	*Library Hi Tech* (reviewed)
Dynix Marquis Dynix Scholar Dynix, Inc.	*Library Hi Tech* (cited with no review) *Automatome* *Library Journal* (vendor profile) Cibbarelli's *Directory*
Eloquent Librarian Eloquent Systems, Inc.	*Library Hi Tech* (reviewed) Cibbarelli's *Directory*
Image II Infotech Management	*Library Hi Tech* (reviewed)
IMPACT-SLiMS Auto-Graphics, Inc.	*Library Hi Tech* (reviewed)
Information Navigator Information Management & Engineering (I.M.E.)	*Automatome* *Library Hi Tech* (reviewed) *Library Journal* (vendor profile) Cibbarelli's *Directory*
Inmagic Plus Inmagic, Inc.	*Library Hi Tech* (reviewed) *Automatome* *Library Journal* (vendor profile) Cibbarelli's *Directory*
Innovation Plus Scribe Software, Inc.	*Library Hi Tech* (cited with no review) Cibbarelli's *Directory*

Interactive Access System Brodart Automation	Cibbarelli's *Directory*
LexiFILE Lex Systems, Inc.	*Library Hi Tech* (reviewed)
LibraryWorks CASPR, Inc.	*Library Hi Tech* (reviewed) *Library Journal* (vendor profile) Cibbarelli's *Directory*
Libr4ry Kelowna Software, Inc.	*Library Hi Tech* (cited with no review)
Mac School, CSL Library Chancery Software, Ltd.	*Library Hi Tech* (reviewed)
Mac the Librarian Richmond Software Corporation	Cibbarelli's *Directory*
Mandarin Media Flex, Inc.	*Library Hi Tech* (reviewed) Cibbarelli's *Directory*
MicroCAT TKM Software, Limited	*Library Hi Tech* (reviewed) Cibbarelli's *Directory*
Micro-VTLS VTLS, Inc.	*Library Hi Tech* (cited with no review) *Automatome* *Library Journal* (vendor profile) Cibbarelli's *Directory*
MOLLI Nichols Advanced Technologies, Inc.	*Library Hi Tech* (reviewed) *Library Journal* (vendor profile) Cibbarelli's *Directory*
Nonesuch Acquisitions Nonesuch Circulation Ringgold Management Systems	*Library Journal* (vendor profile) Cibbarelli's *Directory*

On-Line Catalog Plus v.2 Periodical Manager Routing Manager Subscription Manager Super Circulation Control v.2.1 Right On Programs	Cibbarelli's *Directory*
Precision One (P1) Integrated System Brodart Company	*Library Hi Tech* (reviewed) Cibbarelli's *Directory*
Prism Nevada Computer Center	*Library Hi Tech* (cited with no review)
Professional Software Online Catalog Serial Control System Professional Software	*Library Hi Tech* (reviewed) Cibbarelli's *Directory*
QLS (Quinte Library System) Quinte Computer Services Limited	*Library Hi Tech* (cited with no review)
Resource Librarian AccuWare Business Solutions, Inc.	*Library Hi Tech* (reviewed) Cibbarelli's *Directory*
SydneyPLUS Library Management International Library Systems Corporation	*Library Hi Tech* (reviewed) *Automatome* *Library Journal* (vendor profile) Cibbarelli's *Directory*
TLC (Total Library Computerization) On Point, Inc.	*Library Hi Tech* (reviewed) *Automatome*
Winnebago CIRC/CAT (IBM and Mac versions) Winnebago Software Company	*Library Hi Tech* (reviewed) *Library Journal* (vendor profile) Cibbarelli's *Directory*

BIBLIOGRAPHY ON PERSONAL COMPUTER-BASED LIBRARY AUTOMATION SOFTWARE

This annotated bibliography has been prepared to complement Attachments 1 and 2 of this memo which describe the functional requirements for software to support the collection management needs of the State Literacy Resource Centers (SLRCs). The purpose of this bibliography is to provide a reading list of recently published reviews and articles which can assist any SLRC in reviewing potential software. Please do not think of this bibliography as comprehensive! An attempt has been made to gather together recent publications -- but citations may have been missed and vendors inadvertently excluded. The best approach to gain an overall view of the marketplace would be to acquire through interlibrary loan those articles which review multiple packages -- whether integrated libary system software or data base management software.

The bibliography has been prepared in two sections which follow the functional requirement attachments, i.e., Section 1 covers publications which review multiple (Part A) and individual (Part B) integrated library system (ILS) software while Section 2 addresses multiple (Part A) and individual (Part B) generic data base management software (DBMS) packages that can be used in a library setting.

The following citations are also provided as some recent articles which give some guidance on how to select a suitable package for your library:

1. Bridge, Frank R., "Selecting a Library Automation Vendor," *Library Journal*, March 1, 1993, pg. 56-57.

2. Hryciw-Wing, Carol A., "Choosing on Online Integrated Library System: A Consortium Approach," *Library Software Review*, vol. 1, no. 5, Sep-Oct 1992, pg. 12-30

A consortia of Rhode Island academic libraries used several research methods -- checklists, vendor matrix, vendor demonstrations, dial-up access, on-site visits, and telephone conversations with representatives -- to evaluate integrated library systems for purchase. With the help of private funding, INNOPAC was purchased and implemented.

SECTION I: INTEGRATED LIBRARY SYSTEM SOFTWARE

Part A: Publications which Review Multiple ILS Packages

1a. *Automatome*, Automation and Scientific Development SIS, American Association of Law Libraries, Vol. 10, no. 3/4, Summer/Fall 1991.

Provides reviews of The Assistant, BiblioTech, Carlyle, Data Trek, INMAGIC, INNOPAC, Information Navigator, NOTIS, PALS, and Sydney Library System.

1b. *Automatome*, Automation and Scientific Development SIS, American Association of Law Libraries, Vol. 11, no. 1, Winter 1992

Provides reviews of five automated library systems: Dynix Library System, Intelligent Catalog by Library Corporation, Marquis Library Automation Software, Total Library Computerization (TLC), and VTLS Integrated Library System. Three database software packages are also reviewed: askSam, Paradox, and Q&A Version 4.0. Each review was prepared by a law librarian. This issue also contains an article by Carol Ebbinghouse of Western State University, College of Law Library of Orange County titled "How to Go After a Library Automation System Without an RFP."

2. *CMBLS: Checklist of Microcomputer Based Library Software* (3rd edition), March 1993. Federal Library and Information Center Committee, Library of Congress, Washington, DC 20540-5100 (202-707-4800)

Accessible as a "zipped" file from Automated Library Information eXchange (ALIX) of the Federal Library and Information Center Committee, Library of Congress. Set your communications software parameters to:

Dial:	202-707-4888
Speed:	1200 or 2400 bps
Data Bits:	8
Stop Bits:	1
Parity:	None

Under <F>iles at the main menu, select <D> to download a file, and go to file area #7 (electronic texts) and download *CMBLS3OT.ZIP* (ASCII format) or *CMBLS3OW.ZIP* (WordPerfect 5.1 format) from the Library Automation Files. It will work best if you have a file transfer protcol such as XMODEM, YMODEm, or Kermit performing the download. You will need to have PKZIP software on your local PC to uncompress the text.

Alternate access via Internet is provided as follows:

ASCII document

ftp seq1.loc.gov (or, ftp 140.147.3.12)
Userid: anonymous
Password: your e-mail address
cd pub/FLICC
ascii
get cmbls30.txt
bye

WordPerfect document

ftp seq1.loc.gov (or, ftp 140.147.3.12)
Userid: anonymous
Password: your e-mail address
cd pub/FLICC
binary
get cmbls30.w51
bye

You will still need to have PKZIP software on your local PC to uncompress these files.

This is a forty-page document providing short descriptions of over 150 products. There are breif product reviews or evaluations.

4. Bridge, Frank R., "Automated System Marketplace 1993, Part 2: Focus on Microcomputers," *Library Journal*, April 15, 1993, pp. 50-55.

This article provides an overview of the sales volume of the microcomputer-based library automation software marketplace.

"For previous years and for 1992, worldwide installation for Follett and Winnebago eclipse the totals for other vendors. When these top two vendors are put aside, the remaining comparison is interesting. The results for all years reveal, both worldwide and U.S., that four of the first five vendors are identical -- Data Trek, CTB, Nichols, and CASPR -- but number five is Dynix, whose turnkey package is more expensive and is therefore more difficult to sell."

The article provides brief vendor profiles of: CASPR, CTB, Data Trek, Dynix, Follett, IME, INLEX, Inmagic, International Library Systems, Library Corporation, Nichols, Ringgold Management Systems, VTLS, and Winnebago. A vendor source list is given.

5. Cibbarelli, Pamela (ed.), *Directory of Library Automation Software, Systems and Services*, Medford, NJ: Learned Information, Inc., ISBN: 0-938734-65-2, 350 pp., $79.00, 1993.

Published biannually since 1983, this edition provides detailed descriptions of about 250 currently available microcomputer, minicomputer, and mainframe software packages and services.

6. Cibbarelli, P.R., "User ratings of library automation software. How satisfied are information professionals with the software products they are using?," In *Proceedings of the Eighth National Conference on Integrated Online Library Systems*, New York, NY, 1993, pg. 33-45, 1993. Learned Information, Inc., Medford, NJ, ISBN: 0-938734-72-5 16

This paper discusses results of surveys on user-ratings of library automation software products, conducted to determine how satisfied information professionals are with such products. Among the software features rated are documentation, service/support, training, product reliability, product capabilities, ease of use, and vendor's integrity; results are presented graphically. Software products rated include: BASIS, The Mac Library System, DRA Software, DYNIX, Information Navigator, Inmagic Plus, Innopac, Manager Series, MITINET/marc, STAR, and VTLS. The high ratings overall tend to indicate that the vendor community has been very responsive to the requests of the librarians in developing the products and services the librarians feel are needed. The averaged scores are interpreted as being representative of an overall score for the library automation industry.

7. Lighthall, Lynne, " A planning and implementation guide for automating school libraries: the systems (Part 3)," *School Libraries in Canada*, 9 (2) Winter 1989, 7-11, 13-20 with tables.

Part 3 of a 3-part planning implementation guide for automating school libraries. Profiles seven library automation systems in detail and introduces four others, all of which fulfill criteria concerning capabilities, speed, reliability and suitability for the school library environment. The seven systems are: Card Catalog; Columbia Library System; The Eloquent Librarian; Mandarin; Molli; Sydney Library System; and Utlas M/Series 10. Presents basic information about each system to allow for comparison and emphasises the importance of hands-on experience. The following aspects are covered: vendor profiles; hardware requirements; utilities/system management; modules available and the MARC interface system; networking; documentation and support; other features; and costs.

8. Matthews, Joseph R. and Mark R. Parker, "Micromputer-Based Automated Library Systems: New Series, Part 1, 1993," *Library Technology Reports*, Volume 29, No. 2, March/April 1993.

This issue has test reports on thirteen systems: Alexandria, The Assistant, Bib-Base, BiblioFile, Circulation Plus and Circulation/Catalog Plus, Columbia Library System,

DavexPlus, Eloquent Librarian, Professional Series, Manager Series, IMPACT-Slims, The Information Navigator (TINLIB), and LibraryWorks.

9. Matthews, Joseph R. and Mark R. Parker, "Micromputer-Based Automated Library Systems: New Series, Part 2, 1993," *Library Technology Reports*, Volume 29, No. 3, May/June 1993.

This issue has evaluations of fifteen systems: BiblioTrac, Image II, INMAGIC Plus, LexiFILE, Mac School, Mandarin, MicroCAT, MOLLI, Precision One, Resource Librarian, SydneyPLUS, TLC (Total Library Computerization), Winnebago CIRC/CAT, and Winnebago CIRC/CAT for the Mac.

In addition, the following systems are briefly described: APAK System, Book Trac I, Book Trac for the Macintosh, Dynix Marquis, Dynix Scholar, Innovation Plus, Libr4ry, Micro-VTLS, Prism, and QLS (Quinte Library System).

10. *Small Library Automation: Information and Issues*. Bulletin No. 91491. Wisconsin State Dept. of Public Instruction, Madison. ED337169 (EDRS Price - MF01/PC07 Plus Postage), May 1991, 160p.

Highlighting the issues that confront small libraries who are exploring automation options, this report focuses on microcomputer-based automation systems for circulation and an online patron access catalog (OPAC). The information provided outlines some of the questions that librarians must ask themselves or vendors before they select a specific automated circulation system or online catalog. Section 1 provides general background information on the issues and problems confronting small libraries in their quest for an acceptable automation system, lists some common automation questions that librarians often have, offers an outline of the planning process and its basic steps, and considers the role of retrospective conversion. Section 2 discusses issues associated with the automated system's ability to manage and maintain the cataloging database, provides information on automated circulation systems and online catalogs, lists possible features that may be needed in an automated system, identifies issues related to hardware and local area networks (LANs), and considers some of the issues that libraries confront when working with vendors of automated systems. Section 3 reviews the specific features and capabilities of seven automation systems: Columbia; Data Trek; Follett; Library Automation Products; Library Corporation; Media Flex; and Winnebago. The five appendixes included in Section Four contains information on the costs of automating; a brief requirements checklist; a list of vendors that have microcomputer-based automated systems; an explanation of how to extract MARC records for libraries participating in WISCAT; and an automation/computer glossary of terms.

Part B: Publications which Review Individual ILS Packages

THE ASSISTANT

No articles found.

Vendor: Library Automation Products, Inc.
352 Seventh Avenue, Suite 1001
New York, NY 10001
212-967-5418

AUTOMATED LIBRARY SYSTEM

No articles found.

Vendor: Foundation for Library Research, Inc.
2764 U.S. 35 South
Southside, WV 25176
304-675-4350

BIBLIOFILE

1. Brennan, Cindy L., " LaserCat vs. Bibliofile: a comparison in the small public library. (CD-ROM cataloging devices)", *CD-ROM Librarian*, vol. 4, no. 7, July-August 1989, p10(7)

2. Grift, Margaret, "A/V Access on BiblioFile. (Evaluation)," *The Electronic Library*, vol. 11, no. 2, April 1993

3. Khurshid, Zahiruddin, "BiblioFile versus CDMARC Bibliographic," *CD-ROM Librarian*, vol. 6, no. 11, Dec. 1991, p26(5)

Vendor: The Library Corporation
Research Park
Inwood, WV 25428
1-800-624-0559

BIBLIOTRAC

1. Matthew, Joseph R, "Test report: Bibliotrac," *Library Technology Reports*, vol. 27(3), May-June 1991, pg. 245-250.

Contribution to an issue devoted to microcomputer based library software. Reviews BiblioTrac: for an IBM PC AT or compatible machine produced by Novara Software. BiblioTrac is an integrated library system with cataloguing, searching and circulation functions. MARC records can be downloaded into BiblioTrac. Although relatively robust, the stored MARC rocord is not full.

Vendor: Novara Software
95 College Street
Antigonish, Nova Scotia B2G 1X6 Canada
902-863-3361

DATA TREK

1. "Data Trek's Version 6.0 of Manager Series. (Manager 6.0 network management software)", *Information Today*, vol. 9, iss. 6, June 1992, pg. 50(1)

2. Matthews, Joseph R., "Test report: ULS professional series," *Library Technology Reports*, 27 (3) May-June 91, pg. 369-377

Contribution to an issue devoted to microcomputer based library software. Reviews ULS Professional Series for an IBM PC from Data Trek Inc., and integrated library system providing the following modules: cataloguing, on-line catalogue (OPAC), circulation control, data bridge to download MARC records, acquisitions and series control. Describes searching, cataloguing, downloading, circulation and the utilities.

Vendor: Data Trek, Inc.
5838 Edison Place
Carlsbad, CA 92208
619-431-8400

DYNIX

Goodacre, C., Senior Lecturer, Department of Library and Information Studies; Fraser, D., Systems Manager, "Standardised descriptors for the selection and evaluation of library management software: cataloguing and circulation."

This is a pilot study and is based on the work of Charles Hildreth, who developed standardised discriptors for the selection and evaluation of OPACs. It is focused on public libraries, with particular reference to Australian conditions. Examples of functions in three packages used in Australia public libraries (Book Plus, DYNIX & URICA) are given to illustrate descriptions. A matrix of descriptors is included. The results of this work will be published by the Centre for Information Studies, Charles Sturt University, in 1993.

Vendor: Dynix, Inc.
151 East 1700 South
Provo, UT 84606
801-375-2770

ELOQUENT LIBRARIAN

1. "EBSCO/RETRO available to users of Eloquent Librarian and VOYAGER. (Brief Article)," *Information Today*, vol. 9, no. 11, Dec 1992, p35(1)

2. "New release of the Eloquent Librarian. (Brief Article)," *Information Today*, vol. 9, July-August 1992, p37(1)

Vendor: Eloquent Systems, Inc.
25-1501 Lonsdale Avenue
North Vancouver, BC V7M 2J2 Canada
604-980-8358

INFORMATION NAVIGATOR

No articles found.

Vendor: Information Management & Engineering (IME)
990 Washington Street
Dedham, MA 02026-0793
617-320-0303

INMAGIC

1. Cibbarellia, Pamela, "Cibbarelli's Surveys -- User-Ratings of INMAGIC Plus Software," *Computers in Libraries*, vol. 13, no. 6, June 1993, pp. 39-43.

2. Ellingen, Dana C., "INMAGIC Plus - plus images," *Database*, vol.16, issue no. 5, Oct 1993, p. 56(4)

INMAGIC Image is a version of the library database management software INMAGIC Plus that retrieves full-text images. The program runs quickly and takes up little hard disk space, and the search and display features are excellent. Image fields can easily be added to existing databases. It runs well under Microsoft Windows. Images are supported in black and white only in either .PCX or .TIF file formats. There are complications when using certain printers.

3. Veccia, Susan H., "INMAGIC Plus for Libraries: it's a library-in-a-box," *Database*, vol. 16, no. 5, Oct. 1993, p. 44(11)

INMAGIC Plus, a database management program, combines an updated INMAGIC 7.2 with the search interface SearchMAGIC. INMAGIC Plus for Libraries includes documentation and eight predefined data structures and reports specific for automating libraries. INMAGIC Plus also adds phrase and word proximity searching features for full-text searches. Other search methods are described, and tips for building a database are provided. INMAGIC Plus successfully handles complex information processing and retrieval and provides an interface that is easy to customize and use.

Vendor: Inmagic Inc.
2067 Massachusetts Avenue
Cambridge, MA 02140
617-661-8124

MAXCESS

No articles found.

Vendor: MAXCESS Library Systems, Inc.
4126 Warner Street
Kensington, MD 20895
1-800-593-1350

MICROCAT

1. "NEW FOR PC: Library Searching And Management Software," *Newsbytes News Network*, April 16, 1991

BRANDON, MANITOBA, CANADA, 1991 APR 16 (NB) -- A new library automation program from TKM Software acts as both a library searching and management tool. Bibliophiles can now catalog, search or copy library materials, which the company

claims is perfect for perusing vast amounts of data on CD-ROM or other massive storage devices that are now finding their way into libraries across the nation.

The program is called MicroCATand on IBM or compatible computers. According to the developer, MicroCAT also facilitates various library administrative procedures, such as generating reports of overdue books, loans, patron names, and a variety of other maintenance functions. Barcode input is also available as an option. Contact: TKM Software, 204-727-3873)

2. Coffey, James R., " Microcat report," *Library Software Review*, vol. 7, no. 3, May-June 1988, pg. 203-207.

Microcat is an automated cataloguing system in use at the library of the School of the Holy Child in Drexel, Pennsylvania. Analyses the library's cataloguing needs and how Microcat is being used to address them.

Vendor: TKM Software, Limited
839 Eighteenth Street, P.O. Box 1525
Brandon, Manitoba R7A 6N3 Canada
204-727-3873

MICRO-VTLS

1. "Foundation (Wolfsonian) awards contract for Micro-VTLS," *Advanced Technology-Libraries*, vol. 21, no. 4, April, 1992, p9(1).

2. Matthews, Joseph R., "Test report: micro-VTLS," *Library Technology Reports*, vol 27 (3) May-June 91, pp. 329-334.

Contribution to an issue devoted to microcomputer based library software. Reviews Micro-VTLS for the IBM PC or a compatible machine from VTLS Inc. The program provides an on-line catalogue and circulation control facilities. While full MARC records may be loaded and displayed, editing of these files is not yet implemented.

Vendor: VTLS, Inc.
1800 Kraft Drive
Blacksburg, VA 24060
703-231-3605

MOLLI

1. Anderson, Morry R., "Molli: micro online library information", *Library Software Review*, 6 (2) Mar-Apr 87, pg. 100-103

Molli is a collection management package ideal for the in depth indexing of subcollections on special subject areas or items in special formats. It provides the means to index small to medium-sized collections and to perform extensive search and retrieval operations on their contents. It is available for the IBM PC, close compatibles and selected MS-DOS computers.

Vendor: Nichols Advanced Technologies, Inc.
3452 Losey Boulevard South
La Crosse, Wisconsin 54601
608-787-8333 (1-800-658-9453)

SYDNEY

No articles found.

Vendor: International Library Systems
320-2600 Granville Street
Vancouver, BC V6H 3V3 Canada
604-734-8882

TOTAL LIBRARY COMPUTERIZATION

1. Beiser, Karl, "Total Library Computerization: Software Based in askSAM," *Computers in Libraries*, vol. 12, no. 10, November 1992, pp. 42-45.

On Point Inc's Total Library Computerization product uses the askSAM text retrieval system and is meant for small or specialized libraries.

2. Brunning, Dennis R., "Total Library Computerization. (evaluation)," *Information Technology and Libraries*, vol. 10, no. 3, Sept 1991, pg. 246(3)

Total Library Computerization is a bibliographic database management system that is well-suited for small libraries. Six files use individual menus to control cataloging, circulation, interlibrary loans, serials, ordering, and memos.

3. Selden, Catherine R.; Conrad, Jean R., "TLC: Total Library Computerization. (Software Review)," *Special Libraries*, vol. 84, no. 2, Spring 1993, pg. 117(2)

Total Library Computerization (TLC) is a program designed for IBM and IBM-compatible personal computers and useful for automating library functions of small to medium-sized libraries. It displays the capabilities of askSam and provides access to all data in a single search called Global Search.

4. Westman, Stephen, "PC-based library management system," *Library Software Review*, vol. 12, no. 3, Fall 1993, pg. 87(6)

Vendor: On Point, Inc.
2606 36th Street, N.W.
Washington, DC 20007
202-338-8914

WINNEBAGO

1. "Winnebago to release ILL program," *Information Today*, v10, n9, Oct, 1993, p51(1)

2. "Winnebago Software Company shows SLIP. (Supply Library Information to the Patron)," *Advanced Technology-Libraries*, v22, n5, May, 1993, p7(1)

3. Bridge, Frank R., "Focus on microcomputers (Automated Systems Marketplace 1993, part 2)," *Library Journal*, v118, n7, April 15, 1993, p50(6)

The market for microcomputer-based library automation systems is varied, and it is dominated by Follett and Winnebago. Profiles of the major vendors detailing their product lines and future plans are included.

4. "Winnebago aids visually impaired individuals" *Information Today*, v10, n7, July-August, 1993, p27(1)

Vendor: Winnebago Software Company
P.O. Box 430
Caledonia, Minnesota 55921
507-724-5411 (or 1-800-533-5430)

SECTION II: DATA BASE MANAGEMENT SYSTEM (DBMS) SOFTWARE

Part A: Publications which Review Multiple DBMS Packages

1. Barry, John, "Searching for Text Management DBMSs," *DBMS*, vol. 5, no. 7, p60(2), Summer 1992

Text management database management systems (text management DBMSs) concentrate on the retrieval and manipulation of traditional forms of data, such as text and numbers. These products range widely in their abilities and prices, and run on a variety of different platforms. All complete text management tasks more efficiently than do most nonspecialized DBMSs.This comparison discusses in detail several of the text management DBMSs currently available.

2. Locke, Christopher, "The Dark Side of DIP," *Byte*, vol. 16, no. 4, p193(8), Apr 1991

Correct and effective indexing is the crucial factor in providing complete and high-quality data when information is stored by document image processing software. Since indexing standards have not and probably will not be defined, the definition of such terms as 'artificial intelligence,' as well as those terms to which it can be cross-referenced, can depend on context. The following programs are text management systems: Concordance Professional, from Dataflight Software; Folio VIEWS; Hyperties, from Cognetics. Author/Editor and FastTag perform document structure, tagging, and recognition. Some CD-ROM tools and applications are as follows: CDMARC Subjects, which contains Library of Congress descriptors; The Original Oxford Dictionary on CD-ROM; Computer Select, which contains and indexes full-text and abstracted articles. Programs that support tools and languages and document management expertise are also discussed.

3. Lundeen, Gerald W. Tenopir, Carol, "Text Retrieval Software for Microcomputers and Beyond: An Overview," *Database*, vol. 15, no. 4, p51(12) Aug 1992

Dataflight Software's CONCORDANCE, MIMMS's CONCEPT FINDER, Personal Library Software's Personal Librarian, and Verity's Topic are a quartet of text-retrieval software for personal computers that support multiple types and levels of text searches. This comparison evaluates each package across several performance categories, including retrieval capabilities, output, user interface, and documentation. No clear winner emerged from this field, as each package offers specific features and capabilities targeting slightly different audiences. Potential users are advised to first determine their particular requirements before making a choice between these. Also included here is a features summary listing each program's functions in a comparative graphical format.

4. Rabinowitz, Rubin, "Bibliographic Software: Point of Reference," *PC Magazine*, vol. 12, no. 17, October 12, 1993.

Extensively reviews five bibliographic packages: Reference Manager (for DOS and theProfessional Edition for Window)s, Pro-Cite, Papyrus, Library Master, and EndNote Plus.

"In one important sense, none of the five programs we review here deserves to be named Editor's Choice because no single product towers over the rest. Each is a sound program with truly unique strengths and merits special recognition. On the other hand, each has unique weaknesses. Also, most of these programs cater to specific markets segments which tends to narrow their appeal."

5. Stigleman, Sue, "Bibliography Formatting Software: A Buyers Guide," *Database*, vol. 15, February 1992, pp. 15-27.

In preparing this article, the author identified 43 bibliography formatting programs and answered eight key questions about each one. The information obtained from the software vendors are presented as a series of four appendices to the article.

6. Stigleman, Sue, "Bibliography Formatting Software: An Update," *Database*, vol. 16, February 1993, pp. 24-27.

7. Todd, Daniel, "Data Retrieval Upheaval," *Information Week*, vol. 283, p46(2) Aug 20, 1990

The market for text retrieval software is about to expand rapidly. The new software products are more memory-efficient and require less power. Verity's Topic retrieves data by concept. Experts specify topics and assign priorities of keywords to each topic. Topic retrieves correct data regardless of diverse descriptions of subjects being sought. Companies consider the specification of topics created by their experts confidential, so topic libraries generally are not shared. Folio VIEWS creates hypertext infobases, which are databases that can be accessed with a PCs. Individual's Smart system creates newsletters tailored to customers' needs. The system uses inverse document frequency to weigh the relevance of search terms. Several applications of the new products are discussed.

8. *The Electronic Library*, vol. 11, no. 2, April 1993, pp. 73-91

Review of microcomputer-based information storage and retrieval packages.

Part B: Publications which Review Individual DBMS Packages

MICROSOFT ACCESS

No articles found.

ASKSAM

1. Nielsen, Brian, "AskSam: fitting a tool to a complex job. (evaluation)," *Database*, vol. 14, no. 1, Feb 1991, p78(3)

2. Westman, Stephen, "Database manager/text search program. (askSam, version 4.2)(Software Reviews)", *Library Software Review*, v10, n4, July-August, 1991, p281(4)

3. Westman, Stephen, "Database manager/text search program. (askSam 5.1) (Software Review) (Evaluation)," *Library Software Review*, vol. 11, n5, Sept-Oct, 1992, p41(6)

4. Wilson, Tom, "askSam. (evaluation)," *The Electronic Library*, vol. 8, no. 4, August 1990, p282(4)

EXCEL

1. Blakeley, Michael, " Equal: good try at Mac/Unix interoperability. (Quorum Software Systems Inc.'s utility allows Apple Macintosh versions of Microsoft Word, Excel to run on Sun Microsystems, Silicon Graphics Unix-based workstations) (Software Review), *PC Week*, vol. 10, no. 37, Sept 20, 1993, p136(1)

Quorum Software Systems Inc's Equal enables the Apple Macintosh versions of Microsoft Excel and Word to run on Silicon Graphics MIPS-based and Sun Microsystems Inc's SPARC-based Unix workstations. Equal costs $695 for a single-user, Equal-only license and $1,295 including Word and Excel. A 20-user license costs $22,800 including the Microsoft applications. After installing the program, which is supplied on CD-ROM, users simply type 'MicrosoftWord' or 'MicrosoftExcel' at the Unix prompt to launch the desired application. The Microsoft applications appear complete with scroll bars, resizable windows and menu bars. The familiar 'Apple' menu is replaced with a 'Q' menu, but functionality is the same. Equal uses dynamic and static libraries to map the Macintosh instruction set and toolbox to the appropriate calls on the Silicon Graphics or Sun Unix platforms. Additionally, a Motorola 680x0 emulator maps actual processor calls. Most Macintosh operations work amiably on the Unix platforms, but font changes are slower. This is undoubtedly because of the inherent overhead in translating the toolbox commands to the X Windows system.

2. Cox, Robert S., "Spreadsheet program. (Microsoft Excel 4.0) (Software Review) (Evaluation)," *Library Software Review*, vol. 11, no. 6, Nov-Dec, 1992, p50(4)

3. Johnson, Harriett; Johnson, Richard, "Excel 3 and Word 5: old friends in new attire," *Computers in Libraries*, vol. 12, no. 6, June, 1992, p33(4)

Two Microsoft programs that have supported the Macintosh since 1985 have new, more powerful versions. Excel 3.0, the 1991 edition of the popular spreadsheet, has added a tool bar, which provides a variety of simplification tools. When used with the Macintosh System 7, two new commands enable linking of files or subsets of files between programs for simultaneous updating. Microsoft Word 5.0 features a 'ribbon' bar with new editing tools, such as Insert Picture for creating or copying a graphic from another source. Books on both Excel and Word are listed.

4. Stinson, Craig, "Commando gives you 40 Excel shortcuts. (Software Review) (Black Mountain Software's add-in macro program for Microsoft Excel 3.0 spreadsheet) (Evaluation)," *PC Magazine*, vol. 11, no. 3, Feb 11, 1992, p48(1)

Black Mountain Software's $49.95 Commando add-in macro software for the Windows-based Microsoft Excel 3.0 spreadsheet provides a palette of 40 mouse shortcuts reminiscent of Lotus 1-2-3 for Windows' SmartIcons palette. Commando accesses a Windows dynamic link library (DLL) and can be made to appear at the start of every spreadsheet session. The Commando toolbox can be moved, sized and minimized. Commando offers only a static collection of icons, however, in contrast to 1-2-3's ability to customize the content of SmartIcons. Another shortcoming is that Commando's 40 icons must be learned one-by-one with the help of a manual; 1-2-3 SmartIcons are accompanied by a line of descriptive text whenever they are clicked on. Options allow the default 8-by-5 palette layout to be overridden, but the palette is designed as a fully filled rectangle so that icons will disappear, and the box must be dragged as there is no scrolling. Overall, Commando is a good demonstration of what can be done with Excel's macro language, but Microsoft will likely give it competition by incorporating a SmartIcon scheme of its own in its next Excel version.

FOXPRO

1. "Database: Microsoft announces three new developer kits for FoxPro 2.5; provides Distribution & Library Construction Kits high performance relational database. (Product Announcement)," *EDGE: Work-Group Computing Report*, vol. 4, no. 151, April 12, 1993 PG: p34(1)

2. Gryphon, Robert, "Sign-On for FoxPro unleashes pen development. (Software Review) (Sign-On Systems Inc. library of pen-computing functions) (Database Development Tool) (Evaluation)," *InfoWorld*, vol. 15, no. 47, Nov 22, 1993, p105(1)

Sign-On Systems' Sign-On for FoxPro is a special library of programming functions that support pen computing in FoxPro database applications. The package is based on Microsoft Windows for Pen Computing and lets FoxPro programmers build customer database management applications that can accept stylus or keyboard input. It provides access to virtually all Windows for Pen functions and adds such esoteric features as the ability to automatically insert a terminating character at the end of a pen input and recognition action and a function for translating pen input into bit-mapped files. Sign-On includes high-quality documentation and offers comprehensive functionality at a price of $495.

3. Lee, Yvonne L., "FoxPro can tie into Windows pen API with developer kit. (Sign-On Systems introducing Sign-On for Fox data library; application programming interface) (Brief Article) (Product Announcement)," *InfoWorld*, vol. 15, no. 35, August 30, 1993
PG: p23(1)

4. Malter, Mike, "Library kit boosts FoxPro but has some limits," *InfoWorld*, vol. 15, no. 25, Jun 21, 1993, PP: 119

Microsoft Corp.'s FoxPro Library Construction Kit, Version 2.5 -- an application programming interface development tool -- is reviewed.

PARADOX

1. Moriarty, Terry, "A new genre of database. Comparing two data model-based DBMSs: Paradox for Windows and Access. (database management systems) (Evaluation)," *Database*, vol. 7, no. 2, Feb, 1994, p60(4)

Borland International's Paradox for Windows and Microsoft Corp's Access are representative of the data model-based DBMSs now on the market. Both have their merits and demerits. Access gets higher marks for architecture and user interface, whereas Paradox excels in the area of application-documentation. Unfortunately, both use forms instead of tables to support derivable fields and trigger-type functions.

2. Shaw, Richard Hale, "Paradox Engine 3.0: a step toward IDAPI. (Integrated Database Application Program Interface) (Borland International Inc.)," *PC Magazine*, vol. 12, no. 6, March 30, 1993, p77(1)

Borland International Inc's $299.95 Paradox Engine and Database Framework 3.0 program development software provides many of the tools needed to develop object-oriented

database management systems (DBMSs) but the product's design limits its ability in some development areas. Expanded support for Paradox 3.5- and Paradox 4.0-based DBMSs includes better file-and record-locking options and full access to Paradox 4.0's composite indexes. Paradox Engine 3.0 features a tool for making Paradox 3.5 tables to Paradox 4.0-compliant. The product's best feature is the Database Framework, which converts the Paradox Engine into a object-oriented database class library. Nice features of the Database Framework include powerful preprocess and postprocess virtual member functions. The Database Framework simplifies programming, but it is too Paradox-specific. Version 3.0 is slower than version 2.0 when performing certain functions.

PERSONAL LIBRARIAN

1. Cisler, Steve, "Personal Librarian and ROI: Personal Library Software's Well-Kept Secrets,"
Online, vol. 13, no. 4, pp. 120-122 Jul 1989

Victor Shear, chairman of Personal Library Software (PLS), demonstrated Personal Librarian (PL) as a standalone version running on a Toshiba portable under Windows 2.0. PL works on: 1. MS-DOS, 2. OS/2, 3. XENIX, 4. UNIX, and 5. VMS. It offers 256 fields per record with unlimited field, record, and database sizes. The demonstration used tapes of ASCII files for 10 days of news from a Louisiana newspaper. The system used OR as the default Boolean operative when search terms were entered. The most relevant articles were ranked first, and a bar graph was displayed. PL is capable of generating an instant thesaurus. Images can be integrated with documents or displayed in resizable windows with associated documents. PL also has the ability to make links between records, text, images, and to record the connections. The powers of PL are available to remote users using dial-up access. PLS will also market a product called ROI, which purports to solve CD-ROM database security and product delivery problems.

2. Griffith, Cary, "Personal Librarian: not just another database face," *Information Today*, vol. 10, no. 1, p36(3), Jan, 1993

Marshall, Patrick, "Personal Librarian 3.0 for Windows revamp appeals to end-user. (Software Review) (Personal Library Software Inc.'s indexing program), *InfoWorld*, vol. 14, no. 35, p72(3), August 31, 1992

Personal Library Software Inc's $995 Personal Librarian 3.0 for Windows is a fine text retrieval software product designed for the Microsoft Windows graphical user interface platform. The new version offers many enhancements over the previous version, including ease-of-use, a friendlier Windows interface, and the ability to batch queue files for indexing. The product consists of a search module and a program for creating and modifying databases. Network users, for example, would only need to install the search module if they do not need to create databases. The product's capacity is virtually unlimited, with 16 million records of

any size per database. The product also includes a relevancy ranking capability that matches indexed terms with user-specified searches and ranks the article in order of importance.

3. Karney, James, "Windows Personal Librarian turns data into information. (Personal Library Software Inc.'s Windows Personal Librarian 3.0 search software)," *PC Magazine*, vol. 11, no. 13, p50(1), July, 1992

Personal Library Software Inc's $995 Windows Personal Librarian 3.0 search software is a sophisticated data base front end that locates data on systems with up to 4Gbytes of information. The software utilizes natural language searching and has a fuzzy option for cases where the user is unsure of spelling. Additionally, users may utilize wild card and Boolean search strategies. The package's Expand and Concept features generate lists of words for further searches. Located files are ranked in order of potential desirability. Searches of a 455Mbyte test database with up to seven descriptors were executed in four to six seconds; searches of smaller data bases with fewer descriptors ran much faster. The program's basic features allow for new users to be immediately productive, while the advanced features allow for more precise searches. Minimum system requirements include 2Mbytes of RAM with 4Mbytes recommended for optimum performance, 4Mbytes of disk space and Microsoft Corp's Windows 3.0 or later.

4. "A new Personal Librarian. (Software Review)," *Byte*, vol. 17, no. 9, p285(1), Sept, 1992

Personal Library Software Inc.'s $995 Windows Personal Librarian 3.0 is an excellent document retrieval system for a user's hard disk. The product can also be used to great effect in a networking environment. The software indexes files on a hard disk, storing that information and the whereabouts of the corresponding files, in a related database. It is then possible to search for and view documents using the user module. The administration element then allows for the creation of hypertext links, the removal of files, and other maintenance. The product includes powerful context searching capabilities for use when the search term is not obvious.

PRO-CITE

1. Corbett, Frank; Kaufman, David, "Bibliographic database program. (Pro-Cite 2.0) (Software Review)," *Library Software Review*, vol. 11, no. 5, p52(3), Sept-Oct, 1992

2. Cornell, Alice M., "Pro-Cite 2.0. (data base management system) (Evaluation)," *RQ*, vol. 32, no. 2, p270(2), Winter, 1992

Pro-Cite 2.0 ($395) is a data base program for creating and managing bibliographic records. The program is both flexible and easy to use.

3. Dolan, Donna R., "Pro-Cite for the IBM. (Software Review) (Software Pick of the Month) (Evaluation)," *Database*, vol. 15, no. 5, p112(1), Oct 1992

Personal Bibliographic Software Inc's (Ann Arbor, MI) Pro-Cite for the IBM Version 2.0 is a bibliographic generator for database management that aids in the entering, formatting, storage, and retrieval of bibliographic data base records. Users can create data bases of up to 100,000 items. Pro-Cite 2.0 supports for full-text searching and sorting on all fields. Pro-Cite 2.0 runs on all generation IBM-PCs and compatibles with a minimum of 640K of RAM and a hard disk. Pro-Cite 2.0 has a base price of $395 and $195 for updates.

4. Kaufman, David, "Bibliographic database manager. (Pro-Cite 2.02) (Software Review) (Evaluation)," *Library Software Review*, vol. 11, no. 6, p47(3), Nov-Dec, 1992

5. Klemperer, Katherina, "TITLE: Pro-Cite for the Macintosh. (Evaluation)," *Information Technology and Libraries*, vol. 12, no. 2, p291(3), June, 1993

Pro-Cite for the Macintosh 2.1 allows the user to build and maintain a data base that can be used to produce a bibliography. It has many powerful and useful features but does not follow Macintosh user interface guidelines. The price is $395.

6. Rabinowitz, Rubin, "Pro-Cite. (version 2.1 for DOS from Personal Bibliographic Software Inc.) (Software Review) (one of six evaluations of bibliography programs in 'Point of Reference') (Evaluation)," *PC Magazine*, vol. 12, no. 17, p277(1), Oct 12, 1993

Personal Bibliographic Software Inc's $395 Pro-Cite 2.1 is a pioneering package of bibliographic software that is now rather overpriced. Pro-Cite's publisher appears to have geared its pricing structure to the many libraries in which Pro-Cite is primarily used. $395 buys the basic package, but the 13 separate Biblio-Link modules that let users pull in data from outside sources cost $195 each. The Biblio-Links are available in two separate $295 packages; the base package and all 13 modules can be bought for $785. For these high prices, Pro-Cite offers solid performance. It can maintain strong performance with up to 100,000 records. Theoretically, Pro-Cite can store many more records, each of up to 32,000 characters. Twenty-eight punctuation styles are available, as are a range of options for formatting author names and publication dates. Solid global editing is among Pro-Cite's range of industrial strength functions.

7. Stigleman, Sue, "Pro-Cite 2.0: steady evolution," *Database*, vol. 15, no. 6, p68(5), Dec 1992

Pro-Cite 2.0 is a bibliographic reference management package for use on IBM-compatible microcomputers. The new version includes enhancements to sorting, editing and searching features, as well as the ability to search manuscripts prepared with WordPerfect 5.0 and 5.1 and Microsoft Word 4.0, 5.0 and 5.5. The options available on Pro-Cite's newly revised main menu are discussed in detail.

Q&A VERSION 4.0

1. Petreley, Nicholas; Slovick, Linda, "Q&A Version 4.0. (Software Review) (one of six evaluations of personal data base management software) (evaluation)," *InfoWorld*, vol. 13, no. 28, p59(3), July 15, 1991

Symantec Corp's $399 Q&A nonprogrammable database management system offers many high-end features and is suitable for small businesses and light-duty corporate use. It supports user-defined menus and sophisticated macros. Data entry performance is very good; reporting and querying performance are both excellent. Users build a data entry form simply by placing field names on-screen, and the product offers customizable columnar and cross-tabulation reports. The 'Intelligent Assistant' feature simplifies querying by 'learning' the structure of the database as well as common verbs and synonyms; it responds to English-language commands. Speed is satisfactory. Networking features are very good; Q&A stands out amongst nonprogrammable DBMS products in offering solid networking capabilities. Documentation is excellent, ease of learning is very good, and ease of use is excellent. There is context-sensitive on-line help. Data integrity is excellent; the program has no difficulty handling error situations. Symantec's support policies include unlimited free support over a toll line, fax, BBS and CompuServe support. Technical support is satisfactory. Q&A is rated an excellent value despite its relatively high price. It is considered an integrated software package because it also includes a dependable word processor, spell-checker, and thesaurus.

2. Plain, Stephen W., "Symantec Corp.: Q&A. (version 4.0) (Software Review) (one of 10 evaluations of database management systems in 'Nonprogrammable Databases: Power Without Pain') (Evaluation), *PC Magazine*, vol. 12, no. 2, p308(2), Jan 26, 1993

Symantec Corp's $399 Q&A 4.0 data base management software (DBMS) is not as competitive as it used to be because it has not been upgraded in some time. The software allows easy database form creation, but only one form can be defined per database. The package requires programming for many of the features that are handled automatically in other packages. The DOS-based package has a simple menu system with mouse support, but the menu structure is not universally well designed. The package supports several file formats but uses a proprietary native format. Table lookups are possible, but there are no dynamic table joins. Each database is created with a lookup table, and there is a batch posting feature. The Intelligent Assistant query facility is unique and useful once it is trained. Form and report macros are included along with a word processor. The package can be difficult to use for any but the simplest features.

ZYINDEX

1. Perez, Ernest, "ZyINDEX: quick and not-too-dirty text databases. (text file indexing software)(includes review of dtSearch and ZyINDEX user profiles)," *Database*, vol. 15, no. 6, p45(8), Dec, 1992

ZyINDEX is a text retrieval program designed to simplify management of fulltext databases. Its natural language query interface is highly intuitive and easy for end-users to learn. ZyINDEX also offers sophisticated users the option of using search tools similar to those offered by traditional fielded database management programs. The limitations of the program's reporting features are outweighed by the speed and ease with which information can be retrieved.

2. Veccia, Susan, "Zyindex. (evaluation)," *Database*, vol. 13, no. 3, p104(1), June, 1990

INTERLIBRARY LOAN GUIDELINES

These guidelines ascribe to the National Interlibrary Loan Code adopted in 1980 by the Reference and Adult Services Division Board of Directors of the American Library Association and is modeled after the policy prepared by the Library of Congress Loan Division. These guidelines can be applied to the loaning of the physical materials between SLRCs (or any other participating agencies or organizations) as well as providing a machine-readable copy of the material. Machine-readable versions can be provided either by sending the file on an acceptable media, e.g., diskette, or when the loaning SLRC uploads a file to a borrowing SLRC using the NIFL's Information and Communication Network.

1. Definition

An interlibrary loan is a transaction in which material, or a copy of the material, is made available by one SLRC to another.

2. Institutions Eligible to Use the Loan Services

The Literacy Information and Communication Network is envisioned to serve all in the literacy community. However, these interlibrary loan guidelines apply to transactions that take place between SLRCs and other agencies that currently are participating in the NIFL's network. As the Literacy Information and Communication network matures, the institutions eligible to use interlibrary loan services may be expanded.

3. Materials Available for Loan

These guidelines have been prepared for the loaning of unpublished materials only between SLRCs. A loan or copy of any material may be requested from another SLRC in accordance with the lending policy of that SLRC. The lending SLRC will decide in each case whether a particular item can be provided.

SLRCs may choose not to lend the following types of unpublished materials:

Materials that are generally easy to procure through ordinary trade channels,

Rare or valuable material,

Bulky or fragile items that are difficult or expensive to ship,

Material in high demand at the lending SLRC,

Unique material that would be difficult or impossible to replace.

4. **Loan Period**

The duration of the loan, unless otherwise specified by the lending SLRC, is the period of time the item may remain with the borrowing SLRC -- typically two weeks from the date of receipt -- disregarding the time spent in transit. Interlibrary loan material should be returned promptly.

The borrowing SLRC should ask for renewals only in unusual circumstances. The renewal request should be sent in time to reach the lending SLRC no later than the date due. If the lending SLRC does not respond, it will be assumed that renewal, for the same period as the original loan, is granted.

All material on loan is subject to immediate recall, and the borrowing SLRC should comply promptly.

5. **Procedures for Submitting a Request**

All requests should be submitted on standard American Library Association interlibrary loan forms and should be addressed to the lending SLRC. Alternately, an electronic mail (e-mail) message can be exchanged over the Literacy Information and Communication System if both borrowing and lending SLRCs are amenable to such a process. If the material can be provided in machine-readable format, then the loaning SLRC can provide the material in a number of ways, for example, by mailing a mutually-acceptable media using a mutually-acceptable format or uploading a file and directing it electronically to the borrowing SLRC via the Literacy Information and Communication System.

6. **Lost and Damaged Items**

The borrowing SLRC assumes responsibility for the safety of borrowed materials from the time the material is charged out until it is returned safely to the lending SLRC. In cases of loss or damage, the borrowing SLRC is expected to attend to the details of making replacements. Any item not returned within six months after the expiration date of the loan period will be deemed lost. If loss or damage occurs, the borrowing SLRC must meet all costs of

repair or replacement.

7. **Duplication Service**

In those cases where the requested material cannot circulate, and/or if a copy can be made within the copyright guidelines, then the loaning SLRC can charge a fee. The requesting SLRC can note on the interlibrary loan form, or in its e-mail message, that it is willing to pay for a copy if the requested material cannot be circulated. The borrowing SLRC can also request an estimate of the fee from the lending SLRC.

Attachment 3:

FEE STRUCTURE STRATEGIES

Any decision to recover the costs of providing a service must take both fixed and variable costs into consideration. Fixed costs are those that continue whether you provide 10 copies of a document or 1000 copies. Heat and electricity are examples of fixed costs since they are on whether or not you are providing copies of unpublished materials to other SLRCs. Variable costs are those which increase as you provide more copies. If making a copy requires you to use paper and toner in the copy machine -- those costs would not have been incurred if you did not create that copy. The table below provides some ideas for what costs can be considered:

	FIXED	VARIABLE
DIRECT (Costs attributed to an activity, i.e., making copies)	Acquisition of unpublished materials Maintaining collection, i.e., binding, storage, and weeding	Copying costs Computer time Telecommunications Printouts Labor of individual making copies Postage and delivery costs
INDIRECT (Overhead costs)	Rent Utilities Software acquisition costs Hardware acquisition costs	Training Travel Memberships/Meetings Depreciation of equipment, hardware and software Maintenance Labor of administrative staff

Once you have determined the costs that will comprise the fees you will charge, then a pricing structure must be set up. There are several structures that can be considered:

a. Optimal pricing where substantial profit is made.

b. Pricing according to value allowing both profit and loss.

c. Full cost recovery where all costs are covered.

d. Marginal cost pricing where subsidies are needed.

e. Free distribution of services where full subsidies are needed.

One possible approach that SLRCs can consider on the issue of what level of fees to charge may be to seek the recovery of only variable and not fixed costs. This approach may be the easiest for SLRCs since variable direct costs are the most obvious to track. An SLRC may of course also wish to factor in some of the indirect, or overhead, costs.

Three very useful articles on how to structure fees for various services provided by libraries and information centers are:

Broadbent, H.E., "Pricing Information Products and Services," *Drexel Library Quarterly*, vol. 17, Spring 1982, pp. 99-107

Olaisen, Johan L., "Pricing Strategies for Library and Information Services," *Libri*, vol. 39, no. 4, 1989, pp. 253-274.

Weinland, Janice and Charles R. McClure, "Economic Considerations for Fee Based Library Services: An Administrative Perspective," *Journal of Library Administration*, vol. 8, no. 1, Spring 1987, pp. 53-68.

As you prepare to determine what your fee structure will be to other SLRCs, and possibly other user communities, these articles would be an excellent starting point.

Another source of information is the discussion group Fee-Based Information Service Centers in Academic Libraries (FISCAL) which is part of the Association of Research Libraries (ARL). FISCAL is composed of all types of libraries, despite the "academic" in its title, and addresses issues of interest to those who manage fee-based services or who may be thinking of entering the field. Institutions which belong are, for example, Purdue Technical Information Service, Ashland Chemical, Inc., Michigan Information Transfer Source, The New York Public Library, and the Colorado Technical Reference Center of the University of Colorado at Boulder. FISCAL has its own Internet listserv which can be subscribed to by sending an e-mail message to "mail listserv@vml.nodak.edu," leaving the subject line blank, and sending the message "subscribe fisc-l (firstname) (lastname)."

FISCAL can provide you with a package of information, including fact sheets from various FISCAL members that include their fee structures for providing various information services including interlibrary loan and document copying. To receive this package, contact: Lee Ann George, Chair, FISCAL Discussion Group, The Gelman Library Information Service of The George Washington University, 2130 H Street, N.W., Room B07, Washington, DC 20052, 202-994-6973 (fax 202-994-7548). The package costs $10.00.

Appendix A

°*The National Literacy Act of 1991*

Public Law 102-73
102d Congress

An Act

To enhance the literacy and basic skills of adults, to ensure that all adults in the United States acquire the basic skills necessary to function effectively and achieve the greatest possible opportunity in their work and in their lives, and to strengthen and coordinate adult literacy programs.

July 25, 1991
[H.R. 751]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

National Literacy Act of 1991. Education. 20 USC 1201 note.

SECTION 1. SHORT TITLE.

This Act may be cited as the "National Literacy Act of 1991".

20 USC 1201 note.

SEC. 2. FINDINGS.

The Congress finds that—

(1) nearly 30,000,000 adults in the United States have serious problems with literacy;

(2) literacy problems are intergenerational and closely associated with poverty and pose a major threat to the economic well-being of the United States;

(3) present public and private literacy programs reach only a small portion of the population in need and often result in only minimal learning gains;

(4) the prevention of illiteracy is essential to stem further growth in national illiteracy rates;

(5) literacy programs generally lack adequate funding, adequate coordination with other literacy programs, and an adequate investment in teacher training and technology;

(6) access to better information about the best practices in the literacy field and more research in order to provide better diagnostic and instructional tools are essential for the improvement of literacy and employability in the United States;

(7) as many as 50,000,000 workers may have to be trained or retrained before the year 2000;

(8) the supply of unskilled workers is increasing while the demand for unskilled labor is decreasing;

(9) programs under the Adult Education Act, which are the largest Federal source of direct literacy services in the United States, serve only 10 percent of eligible participants; and

(10) all public and private literacy programs serve only about 19 percent of those who need help.

20 USC 1201 note.

SEC. 3. DEFINITION.

For purposes of this Act the term "literacy" means an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.

49-139 O - 91 (73)

TITLE I—LITERACY: STRATEGIC PLANNING, RESEARCH, AND COORDINATION

SEC. 101. LITERACY RELATED PROGRAMS IN THE DEPARTMENT OF EDUCATION.

Section 202 of the Department of Education Organization Act (20 U.S.C. 3412) is amended by adding at the end the following:

"(h) The Assistant Secretary for Vocational and Adult Education, in addition to performing such functions as the Secretary may prescribe, shall have responsibility for coordination of all literacy related programs and policy initiatives in the Department. The Assistant Secretary for Vocational and Adult Education shall assist in coordinating the related activities and programs of other Federal departments and agencies.".

SEC. 102. NATIONAL INSTITUTE FOR LITERACY.

20 USC 1213c note.

(a) PURPOSE.—It is the purpose of the amendment made by this section to enhance the national effort to eliminate the problem of illiteracy by the year 2000 by improving research, development and information dissemination through a national research center.

20 USC 1213c note.

(b) FINDINGS.—The Congress finds that—

(1) much too little is known about how to improve access to, and enhance the effectiveness of, adult literacy programs, assessment tools, and evaluation efforts;

(2) there is neither a reliable nor a central source of information about the knowledge base in the area of literacy;

(3) a national institute for literacy would—

(A) provide a national focal point for research, technical assistance and research dissemination, policy analysis, and program evaluation in the area of literacy; and

(B) facilitate a pooling of ideas and expertise across fragmented programs and research efforts.

(c) AMENDMENT TO THE ADULT EDUCATION ACT.—Section 384 of the Adult Education Act (20 U.S.C. 1213c) is amended—

(1) in the second sentence of subsection (a), by inserting after "shall include" the following: "the operation of the Institute established by subsection (c) and"; and

(2) by adding at the end the following:

"(c) ESTABLISHMENT.—(1) There is established the National Institute for Literacy (in this section referred to as the 'Institute'). The Institute shall be administered under the terms of an interagency agreement entered into by the Secretary with the Secretary of Labor and the Secretary of Health and Human Services (in this section referred to as the 'Interagency Group'). The head of any other agency designated by the President may be involved in the operation of the Institute as fits the involvement of such agency in accomplishing the purposes of the Institute. The Secretary may include in the Institute any research and development center supported under section 405(d)(4)(A)(ii) of the General Education Provisions Act and any other center, institute, or clearinghouse established within the Department of Education whose purpose is determined by the Secretary to be related to the purpose of the Institute.

"(2) The Institute shall have offices separate from the offices of any agency or department involved in the operation of the Institute.

"(3) The Interagency Group shall consider the Board's recommendations in planning the goals of the Institute and in the implementation of any programs to achieve such goals. The daily operations of the Institute shall be carried out by the Director. If the Board's recommendations are not followed, the Interagency Group shall provide a written explanation to the Board concerning actions the Interagency Group has taken that includes the Interagency Group's reasons for not following the Board's recommendations with respect to such actions. The Board may also request a meeting with the Interagency Group to discuss the Board's recommendations.

"(d) DUTIES.—(1) The Institute is authorized, in order to improve and expand the system for delivery of literacy services, to—

"(A) assist appropriate Federal agencies in setting specific objectives and strategies for meeting the goals of this title and in measuring the progress of such agencies in meeting such goals;

"(B) conduct basic and applied research and demonstrations on literacy, including—

"(i) how adults learn to read and write and acquire other skills;

"(ii) how the literacy skills of parents affect the ability of children to learn literacy skills;

"(iii) the assessment of literacy skills and the development of instructional techniques;

"(iv) the best methods for assisting adults and families to acquire literacy skills, including the use of technology;

"(v) the special literacy needs of individuals with learning disabilities and individuals with limited English proficiency;

"(vi) how to effectively reach and teach the most educationally disadvantaged individuals;

"(vii) the use of technology and other studies which will increase the literacy knowledge base, use but not duplicate the work of other research services, and build on the efforts of such other research services; and

"(viii) how to attract, train, and retrain professional and volunteer teachers of literacy;

"(C) assist Federal, State, and local agencies in the development, implementation, and evaluation of policy with respect to literacy by—

"(i) establishing a national data base with respect to—

"(I) literacy and basic skills programs, including programs in Federal departments, State agencies, and local agencies, and programs that are privately supported through nonprofit entities and for profit entities;

"(II) assessment tools and outcome measures;

"(III) the amount and quality of basic education provided in the workplace by businesses and industries; and

"(IV) progress made toward the national literacy goals; and

"(ii) providing technical and policy assistance to government entities for the improvement of policy and programs relating to literacy and the development of model systems for implementing and coordinating Federal literacy programs that can be replicated at the State and local level;

"(D) provide program assistance, training, and technical assistance for literacy programs throughout the United States in order to improve the effectiveness of such programs and to increase the number of such programs, which assistance and training shall—

"(i) be based on the best available research and knowledge; and

"(ii) be coordinated with activities conducted by—

"(I) regional educational laboratories supported under section 405(d)(4)(A)(i) of the General Education Provisions Act;

"(II) curriculum centers assisted under section 251(a)(8) of the Carl D. Perkins Vocational and Applied Technology Education Act; and

"(III) other educational and training entities that provide relevant technical assistance;

(E) collect and disseminate information to Federal, State, and local entities with respect to literacy methods that show great promise (including effective methods of assessment, effective literacy programs, and other information obtained through research or practice relating to adult and family learning that would increase the capacity and quality of literacy programs in the United States), using a variety of methods to ensure that the best information is received by State and local providers of literacy services;

"(F) review and make recommendations regarding—

"(i) ways to achieve uniformity among reporting requirements;

"(ii) the development of performance measures; and

"(iii) the development of standards for program effectiveness of literacy-related Federal programs; and

"(G) provide a toll-free long-distance telephone line for literacy providers and volunteers.

"(2) The Institute may enter into contracts or cooperative agreements with, or make grants to, individuals, public or private nonprofit institutions, agencies, organizations, or consortia of such institutions, agencies, or organizations to carry out the activities of the Institute. Such grants, contracts, or agreements shall be subject to the laws and regulations that generally apply to grants, contracts, or agreements entered into by Federal agencies.

"(e) LITERACY LEADERSHIP.—(1) The Institute is, in consultation with the Board, authorized to award fellowships, with such stipends and allowances that the Director considers necessary, to outstanding individuals pursuing careers in adult education or literacy in the areas of instruction, management, research, or innovation.

"(2) Fellowships awarded under this subsection shall be used, under the auspices of the Institute, to engage in research, education, training, technical assistance, or other activities to advance the field of adult education or literacy, including the training of volunteer literacy providers at the national, State, or local level.

"(3) Individuals receiving fellowships pursuant to this subsection shall be known as 'Literacy Leader Fellows'.

Establishment.

"(f) NATIONAL INSTITUTE BOARD.—(1)(A) There is established the National Institute Board (in this section referred to as the 'Board'). The Board shall consist of 10 individuals appointed by the President with the advice and consent of the Senate from individuals who—

"(i) are not otherwise officers or employees of the Federal Government;

"(ii) are representative of entities or groups described in subparagraph (B); and

"(iii) are chosen from recommendations made to the President by individuals who represent such entities or groups.

"(B) Entities or groups described in this subparagraph are—

"(i) literacy organizations and providers of literacy services, including—

"(I) providers of literacy services receiving assistance under this Act; and

"(II) nonprofit providers of literacy services;

"(ii) businesses that have demonstrated interest in literacy programs;

"(iii) literacy students;

"(iv) experts in the area of literacy research;

"(v) State and local governments; and

"(vi) organized labor.

"(2) The Board shall—

"(A) make recommendations concerning the appointment of the Director and staff of the Institute;

"(B) provide independent advice on the operation of the Institute; and

"(C) receive reports from the Interagency Group and the Director.

"(3) The Interagency Group may carry out the duties of the Board until the expiration of the 180-day period beginning on the date of the enactment of the National Literacy Act of 1991.

"(4) Except as otherwise provided, the Board established by this subsection shall be subject to the provisions of the Federal Advisory Committee Act.

"(5)(A) Each member of the Board shall be appointed for a term of 3 years. Any such member may be appointed for not more than 2 consecutive terms.

"(B) Any member appointed to fill a vacancy occurring before the expiration of the term for which the member's predecessor was appointed shall be appointed only for the remainder of that term. A member may serve after the expiration of that members' term until a successor has taken office. A vacancy in the Board shall be filled in the manner in which the original appointment was made. A vacancy in the Board shall not affect the powers of the Board.

"(6) A majority of the members of the Board shall constitute a quorum but a lesser number may hold hearings. Any recommendation may be passed only by a majority of its members present.

"(7) The Chairperson and Vice Chairperson of the Board shall be elected by the members. The term of office of the Chairperson and Vice Chairperson shall be 2 years.

"(8) The Board shall meet at the call of the Chairperson or a majority of its members.

"(g) GIFTS, BEQUESTS, AND DEVISES.—The Institute and the Board may accept (but not solicit), use, and dispose of gifts, bequests, or devises of services or property, both real and personal, for the purpose of aiding or facilitating the work of the Institute or the Board, respectively. Gifts, bequests, or devises of money and proceeds from sales of other property received as gifts, bequests, or devises shall be deposited in the Treasury and shall be available for disbursement upon order of the Institute or the Board, respectively.

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"(h) MAILS.—The Board and the Institute may use the United States mails in the same manner and under the same conditions as other departments and agencies of the United States.

"(i) STAFF.—The Interagency Group, after considering recommendations made by the Board, shall appoint and fix the pay of a Director.

"(j) APPLICABILITY OF CERTAIN CIVIL SERVICE LAWS.—The Director and staff of the Institute may be appointed without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of that title relating to classification and General Schedule pay rates, except that an individual so appointed may not receive pay in excess of the annual rate of basic pay payable for GS–18 of the General Schedule.

"(k) EXPERTS AND CONSULTANTS.—The Board and the Institute may procure temporary and intermittent services under section 3109(b) of title 5, United States Code.

"(l) REPORT.—The Institute shall submit a report to the Congress in each of the first 2 years in which it receives assistance under this section, and shall submit a report biennially thereafter. Each report submitted under this subsection shall include—

"(1) a comprehensive and detailed description of the Institute's operations, activities, financial condition, and accomplishments in the field of literacy for such fiscal year;

"(2) a description of how plans for the operation of the Institute for the succeeding fiscal year will facilitate achievement of the goals of the Institute and the goals of the literacy programs within the Department of Education, the Department of Labor, and the Department of Health and Human Services; and

"(3) any additional minority, or dissenting views submitted by members of the Board.

"(m) NONDUPLICATION.—The Institute shall not duplicate any functions carried out by the Secretary pursuant to subsection (a) or (b). This subsection shall not be construed to prohibit the Secretary from delegating such functions to the Institute.

"(n) AUTHORIZATION OF APPROPRIATIONS.—(1) There are authorized to be appropriated for purposes of operating the Institute established by subsection (c) $15,000,000 for each of the fiscal years 1992, 1993, 1994, and 1995.

"(2) Any amounts appropriated to the Secretary, the Secretary of Labor, the Secretary of Health and Human Services, or any other department that participates in the Institute for purposes that the Institute is authorized to perform under this section may be provided to the Institute for such purposes.".

SEC. 183. STATE LITERACY RESOURCE CENTERS.

Part B of the Adult Education Act (20 U.S.C. 1203 et seq.) is amended—

(1) by redesignating subpart 7 as subpart 8; and

(2) by inserting after subpart 6 the following:

Appendix B

°*Work Groups*

List of Work Groups
Members of Work Groups

Vision Workgroup	Address	Phone, FAX	email
Robin Asbury	1000 Virginia Avenue Fairmont, WV 26554	(304) 766-7655 Fax (304) 366-4897	RESA7RB@wvnvms.wvnet.edu
Brenda Bell	*Manager, TN Literacy Resource Center* *Center for Literacy Studies—U.T.* 2046 Terrace Avenue Knoxville, TN 37996	(605) 974-4109 (615) 974-3857	bbell@utkvx.utk.edu
Bob Bickerton	*Director* *Mass. Department of Adult Education* 350 Main Street Malden, MA 02148	(617) 388-3300 x447 (617) 388-3394	
Ted Brandhorst	*ERIC* *Office of Educational Res & Improvement* *U.S. Department of Education* 555 N.J. Avenue, NW. Washington, D.C. 20208-5720	(202) 219-1925 (202) 219-1817	
Sandy Brawders	*Director of Staff Development* *SLRC Director* University of Maine Staff Development Office 113 Shibles Hall Orono, ME 04469	(207) 581-2422 (207) 581-2423	
Jon Deveaux	*NIFL Advisory Board Member* *Bronx Educational Services* 965 Longwood Avenue, Rm. 309 Bronx, NY 10459	(212) 991-7310 (212) 378-1071	
Marcia Harrington	*ABE Specialist* *ABE Office* *DC Public Library* 901 G St., NW> Washington, D.C.	(202) 727-1616 (202) 727-1129	
Maria Procopio	*Information Center Manager* *Laubach Literacy* 1320 Jamesville Avenue Syracuse, NY 13210	(315) 422-9121 (315) 422-6369	
Don Rahaim	*Director* *Mississippi Literacy Resource Center* *Governor's Office of Literacy* 3825 Ridgewood Road Jackson, MS 39211	(601) 982-6591 (601) 364-2319	
Stephen Rhoads	121 L Street Suite 600 Sacramento, CA 95814	(916) 323-0611 (916) 3237132	

Richard Stiles	*Coordinator of Adult Literacy* 560 J Street, Suite 290 Sacramento, CA 95814	(916) 327-1022 (916) 327-4239	
Bob Thomas	*ERIC Program Monitor* *Office of Educational Res & Improvement* *U.S. Department of Education* 555 N.J. Avenue, NW Washington, D.C. 20208-5720	(202) 219-1925 (202) 219-1817	
Judith O. Wagner	*ERIC Clearinghouse on Adult, Career, and Vocational Education* 1900 Kenny Road Columbus, OH 43210	(800) 848-4851	
Virginia Watson	*SLRC* Rm 219A-CMU Mount Pleasant, MI 48859	(517) 774-7690 (517) 774-4374	
Alan Waugh	*Resource Library Coordinator* *Northwest Regional Literacy Resource Center* *ABLE Network* Seattle, WA 98122	(206) 587-3881 (206) 344-4377	awaugh@seaced.ctc.edu

Record Structure for Unpublished Materials Workgroup	Address	Phone/Fax	e-mail
Rebecca Augustyniak	*Florida Adult Literacy Resource Center FSU* 3333 West Pensacola Street, Suite 340 Tallahassee, FL 32306-1015	(904) 921-9092 (904) 921-4488	beckya@mailer.fsu.edu
Sue Cnnude	*Florida Adult Literacy Resource Center* 3333 West Pensacola Street, Suite 340 Tallahassee, FL	(904) 921-9084	fllit@firnvx.firn.edu
Tom Eland	*Minnesota-South Dakota Regional Literacy Resource Center* Mail # 5019 2115 Summit Ave St. Paul, MN 55105	(612) 962-5570 (612) 962-5406	tweland@stthomas.edu
Debra Fawcett	*Colorado Department of Education* State Office Building 201 E. Colfax Ave Denver, CO 80203	Fax (303) 830-0793	
Jane Heiser	*Library Related Programs* *U.S. Department of Education* 555 N.J. Avenue, NW Rm 402 Washington, DC 20208	(202) 219-1313 (202) 219-1725	jheiser@inet.ed.gov
Lisa Holt	*NY State Department of Education* 5D28CEC Albany, NY 12230	(518) 474-8700	
Terri Laswell	*Nebraska SLRC* University of Nebraska 511 Nebraska Hall Lincoln, NE 68500-0515	(402) 472-8331 (402) 472-5907	
Evelyn Nunes	*Virginia Adult Education and Literacy Resource Center* 1015 West Maine Street 4080 Oliver hall, Box 2020 Richmond, VA 23284-2020	(804) 367-6521 (804) 367-1323	ENunes@edunet.soc.vcu.edu enunes@cabell
Diane Del Regato	*Literacy Service Specialist* *Indiana Literacy and Technical Education Center* 140 North Senate Ave, Rm 208 Indianapolis, IN 46204	Local (317) 233-5200 Toll Free (800) 624-4572 Literacy Hotline (800) 624-7585 Fax (317) 233-5333	

George Sinkankas	*Tennessee Literacy Resource Center* *Center for Literacy Studies* 2046 Terrace Ave. Knoxville, TN 37996-3400	(615) 974-7913 (615) 5220-0309	gmsink@utkvx.utk.edu
Wendy Street	*State Library of Iowa* E. 12th & Grand Des Moines, IA 50319	(515) 281-6182 (515) 281-6191	wso111s@acad.drake.edu
Evelyn Werner	*Literacy Resource Center Coordinator* *Commonwealth of Pennsylvania* *Department of Education* 333 Market Street Harrisburg, PA 17136-0333	(717) 783-9192 (717) 783-5420	Werner@hslc.org
Linda West	*OTAN Hacienda La Puenta USO* 15377 E. Proctor Ave. City of Industry, CA 91745	(818) 855-7015 (818) 855-7025	LWest@hplusd.k12.ca.us
Jennifer Wheeler	*TTRC* *U.S. Department of Labor* Rm n6511 Washington, DC 20210	(202) 219-5600 (202) 219-4858	

Dissemination Workgroup	Address	Phone/Fax	e-mail
Emmy Bell	*Nevada Literacy Coalition* *Nevada State Library* 100 Stewart Street Carson City, NV 89710	(702) 687-8340 (702) 687-8331	
Mark Johnson	*Wisconsin Literacy Resource Center* 310 price Place Madison, WI 53707	(608) 266-1272 (608) 266-1690	
Fran Keenan	*NCLE* 1118 22nd St. NW Washington, DC 20037		
Jerry Pinsel	*Govenor's Office of Lifelong Learning* PO. Box 94004 Baton Rouge, LA 70802		
Judith Rake	*Illinois State Library/Literacy Office* 431 S. Fourth Street Springfield, IL 62701	(217) 785-6921 (217) 785-6927	lrake@eagle.sangamon.edu
Susie Sonflieth	*New Mexico Coalition for Literacy* PO. Box 6085 Sante Fe, NM 87502-6085	(505) 982-3997 (505) 982-4095	
Judith O. Wagner	*ERIC Clearinghouse on Adult, Career, and Vocational Education* 1900 Kenny Road Columbus, OH 43210	(800) 848-4851	
Gaye R. Walter	*Montana State Library* 1515 E. 6th Avenue Helena, MT 59620-1800		

Thesaurus Work Group	Address	Phone/Fax	e-mail
Rebecca Augustyniak	*Florida Adult Literacy Resource Center FSU* 3333 West Pensacola Street, Suite 340 Tallahassee, FL 32306-1015	(904) 921-9092 (904) 921-4488	beckya@mailer.fsu.edu
Sue Cnnude	*Florida Adult Literacy Resource Center* 3333 West Pensacola Street, Suite 340 Tallahassee, FL	(904) 921-9084	fllit@firnvx.firn.edu
Lisa Holt	*NY State Department of Education* 5D28CEC Albany, NY 12230	(518) 474-8700	
Terri Laswell	*Nebraska SLRC* University of Nebraska 511 Nebraska Hall Lincoln, NE 68500-0515	(402) 472-8331 (402) 472-5907	
Daphne Matthews	*ACE Network* Tatnall Building PO. Box 1401 Dover, DE 19903	(302) 739-6959 (302) 739-6965	
Vandana Nadig	*State Literacy Resource Center* Ronan Hall Mt. Pleasant, MI 48859	(517) 774-7690 (517) 7742181	32dnb6@cmuvm.cmich.csv.edu
Evelyn Nunes	*Virginia Adult Education and Literacy Resource Center* 1015 West Maine Street 4080 Oliver hall, Box 2020 Richmond, VA 23284-2020	(804) 367-6521 (804) 367-1323	ENunes@edunet.soc.vcu.edu enunes@cabell
George Sinkankas	*Tennessee Literacy Resource Center* *Center for Literacy Studies* 2046 Terrace Ave. Knoxville, TN 37996-3400	(615) 974-7913 (615) 5220-0309	gmsink@utkvx.utk.edu
Wendy Street	*State Library of Iowa* E. 12th & Grand Des Moines, IA 50319	(515) 281-6182 (515) 281-6191	wso111s@acad.drake.edu
Linda West	*OTAN Hacienda La Puenta USO* 15377 E. Proctor Ave. City of Industry, CA 91745	818) 855-7015 (818) 855-7025	LWest@hplusd.k12.ca.us
Jennifer Wheeler	*TTRC* *U.S. Department of Labor* Rm n6511 Washington, DC 20210	(202) 219-5600 (202) 219-4858	

Software Workgroup	Address	Phone/Fax	e-mail
Buck Beverly	*Workforce Cabinet* *State of Kentucky* Ninth Floor, Plaza Tower Frankfort, KY 40601	(502) 564-6949 (502) 564-6745	
Jacque Denyer	*Texas Center for Adult Learning and Literacy* Texas A&M University College Station, TX 77843	(409) 845-6615 (409) 845-0952	
Barbara Donald	*Georgia Literacy Resource Center* *Office of Adult Literacy* *Department of Technical and Adult Education* 940 Forsyth St. Macon, Georgia 31213	(912) 751-6709 (912) 751-6745	GLRC@Freenet.Fsu.Edu
Joel Lambert	*Texas Center for Adult Literacy and Learning* College of Education Texas A&M University College Station, Texas 77843-4224	(409) 845-6615 (409) 845-0952	
Evelyn Nunes	*Virginia Adult Education and Literacy Resource Center* 1015 West Maine Street 4080 Oliver hall, Box 2020 Richmond, VA 23284-2020	(804) 367-6521 (804) 367-1323	ENunes@edunet.soc.vcu.edu enunes@cabell
Maria Procopio	*Information Center Manager* *Laubach Literacy* 1320 Jamesville Avenue Syracuse, NY 13210	(315) 422-9121 (315) 422-6369	
Linda Warner	*Indiana Literacy and Technical Education Resource Center* *Indiana State Library* 140 North Senate Avenue, Suite 208 Indianapolis, Indiana 46204	(317) 233-5200 (317) 233-5333	
Lou Wollrab	**ou Wollrab** *SABES Information Coordinator* *World Education* *Central Resource Center* 210 Lincoln Street Boston, Massachusetts 02111	(617) 482-9485	

Record Structure for Organizations Workgroup	Address	Phone/Fax	e-mail
Terri Beems	*Nebraska SLRC* University of Nebraska 511 Nebraska Hall Lincoln, NE 68500-0515	(402) 472-8331 (402) 472-5907	
Sue Cnnude	*Florida Adult Literacy Resource Center* 3333 West Pensacola Street, Suite 340 Tallahassee, FL	(904) 921-9084	fllit@firnvx.firn.edu
Tom Eland	*Minnesota-South Dakota Regional Literacy Resource Center* Mail # 5019 2115 Summit Ave St. Paul, MN 55105	(612) 962-5570 (612) 962-5406	tweland@stthomas.edu
Debra Fawcett	*Colorado Department of Education* State Office Building 201 E. Colfax Ave Denver, CO 80203	Fax (303) 830-0793	
Jane Heiser	*Library Related Programs* *U.S. Department of Education* 555 N.J. Avenue, NW Rm 402 Washington, DC 20208	(202) 219-1313 (202) 219-1725	jheiser@inet.ed.gov
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Tom Eland	*Minnesota-South Dakota Regional Literacy Resource Center* Mail # 5019 2115 Summit Ave St. Paul, MN 55105	(612) 962-5570 (612) 962-5406	tweland@stthomas.edu
Debra Fawcett	*Colorado Department of Education* State Office Building 201 E. Colfax Ave Denver, CO 80203	Fax (303) 830-0793	
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Linda West	*OTAN Hacienda La Puenta USO* 15377 E. Proctor Ave. City of Industry, CA 91745	(818) 855-7015 (818) 855-7025	LWest@hplusd.k12.ca .us
Jennifer Wheeler	*TTRC* *U.S. Department of Labor* Rm n6511 Washington, DC 20210	(202) 219-5600 (202) 219-4858	

Tecnical Advisory Workgroup

Roger Clark
Information Infrastructure Grants Program, US Department of Commerce

Bill Fieldt
Head of Library Automation ranch, National Agricultural Library

John Fleischman
Director, Outreach and Technical Assistance Network, OTAN

Thomas Hardy
Information Infrastructure Grants Program, U.S. Department of Commerce

Karl Hebenstreit
Computer Analyst, Office of Information Resource Management, U.S. Department of Education

Yvonne Howard
Jobs Program, U.S. Department of Health and Human Services

Bob Raymond
U.S. Department of Health and Human Services

Brian Shea
Project Director, Training Technology Resource Center (TTRC), U.S. Department of Labor

Keith Stubbs
Director, Office of Educational and Research Improvement

Peter Young
Executive Director, U.S. National Commission on Libraries and Information Science

Logistics Management Institute:
John Lycas and Denise Dugan

NATIONAL INSTITUTE FOR LITERACY
DATA BASE WORK GROUPS

WORK GROUP	WORK GROUP ASSIGNMENT
Vision	Define the scope and vision of the NIFL Data Base
Record Structure I	Record structure and maintenance for unpublished materials
Record Structure II	Record structure and maintenance for programs and organizations
Record Organization and Content	Thesaurus and how to represent content of materials and maintenance
Software	Software requirements and candidates for local SLRC needs
Technical Advisory	Providing technical assistance
Dissemination	Dissemination of materials identified in data base

Appendix C

°*Information Infrastructure Assessment*

NATIONAL INSTITUTE FOR LITERACY

STATE LITERACY RESOURCE CENTER (SLRC)

INFORMATION INFRASTRUCTURE ASSESSMENT

Please answer all questions completely and provide additional information, if necessary, on a separate sheet. (PLEASE PRINT)

1. STATE LITERACY RESOURCE CENTER (SLRC)

Director/Coordinator: ☐ Mr. ☐ Ms. ☐ Dr.

Name:_____

Agency Name/SLRC:_____

Street Address:_____

City,State,Zip:_____

Phone:_____ Fax:_____

Contact Person: _____

Phone:_____ Fax:_____

E-Mail:_____

Affiliation:

☐ Department of Education ☐ Community College

☐ State Library ☐ University/College ☐ Other _____

Funding Source(s) and amounts from each source:

Federal
- ☐ SLRC _____
- ☐ 353 _____
- ☐ Other _____

State
- ☐ Adult Ed _____
- ☐ Post Secondary _____
- ☐ Other _____

Private Sources
- ☐ (Please list) _____

Current Activities: _____

_____

_____

_____

Activities for Next Year:_____

_____

_____

_____ _____

Please list number of staff _____ and anticipated staff changes for next year_____.

Please indicate whether the SLRC cooperates with a literacy/ABE coalition and , if so, what role is assumed:

☐ Yes ☐ No

☐ Statewide ☐ Regional ☐ Both
☐ Organizer/leader ☐ Member ☐ Other: _____

Please indicate total number of State literacy/ABE programs

_____

Please indicate if a State Directory of Literacy/ABE Programs exist, in what form and how often it is updated:

☐ Print _____

☐ Electronic _____

☐ Database _____

Please indicate names of the electronic networks in the state and whether the SLRC is a member:

Network	Membership
_____	☐
_____	☐
_____	☐
_____	☐

Please indicate the level of contact with the State Library System, and an assessment of the access:

☐ Housed in the State Library System
☐ Access to the State Library System resources
☐ Good ☐ Average ☐ Poor

2. MATERIAL COLLECTION AND DISSEMINATION

Please indicate if the SLRC has a literacy collection:

☐ **Print** _____

☐ Non-Print _____

Please indicate the types of material catalogued:

☐ Print ☐ Non-Print [☐ Audio ☐ Video]
☐ Commercially Published ☐ Locally Generated Materials
☐ Other _____

Please continue on next page ⇒

Please indicate the strength of the collection:

- ☐ Family Literacy
- ☐ Workplace Literacy
- ☐ Learning Disabilities
- ☐ Corrections
- ☐ Homelessness
- ☐ Program Planning
- ☐ Vocational Education
- ☐ ESL
- ☐ Volunteer Training
- ☐ Books for New Readers
- ☐ Curriculum Materials
- ☐ Computer Aided Instruction
- ☐ Assessment Material
- ☐ Computer Systems Information
- ☐ Education and Literacy Theory
- ☐ Environmental Literacy
- ☐ Population Demographics
- ☐ Professional Development
- ☐ Funding Source Materials
- ☐ Other _____

Please indicate format by which materials are organized, i.e. USMARC, or other standards: (Please explain)

_____

Please indicate if data are catalogued and accessed electronically: ☐ Yes ☐ No

Please indicate software used to manage the collection:

_____

Please indicate if the following personnel are on staff:
☐ Librarian ☐ Cataloger

Please indicate as many groups of users of the collection as possible:_____

_____

_____

Please indicate the number of requests annually:

☐ Reference _____ ☐ Interlibrary Loan_____
☐ Other _____

Briefly describe the dissemination policy, if any:

_____

_____

_____

Please indicate arrangements for sharing resources with other states, whether these arrangements are formal or informal:

_____

_____

_____

3. COMPUTER SUPPORT

Do you have access to a computer? ☐ Yes ☐ No

Please indicate the quantities of computers currently installed and/or planned for purchase within one year. ***(Write in quantities for all that apply)***

Microcomputers	Number Installed	Number Planned Next Year
Pentium		
486		
386		
286		
Laptops (IBM/Compatibles)		
Notebooks (IBM/Compatibles)		
Other IBM Compatibles		
Macintosh 68030		
Macintosh 68020		
Other Microcomputers		
SUN		
Other		

The following operating systems/protocols/topologies are currently used or will be used: ***(CHECK ALL THAT APPLY)***

	Currently Used	Planned within the next 12 months
Client Operating Systems		
DOS	☐	☐
UNIX	☐	☐
Server Operating Systems		
Novell	☐	☐
LAN Server (IBM)	☐	☐
UNIX	☐	☐
APPLE	☐	☐
3COM	☐	☐
DEC	☐	☐
Minicomputers/Mainframe Server OS		
IBM MVS	☐	☐
IBM OS/400	☐	☐
DEC VAX	☐	☐
AT&T	☐	☐
HP	☐	☐
Other:_____	☐	☐
Networks		
Ethernet	☐	☐
4M Token Ring	☐	☐
16M Token Ring	☐	☐
Other _____	☐	☐
NONE OF THE ABOVE	☐	☐

For what applications are the computer systems used? ***(CHECK ALL THAT APPLY)***

- ☐ Spreadsheets
- ☐ E-Mail
- ☐ Network Management
- ☐ Multimedia
- ☐ Educational Programs
- ☐ Image Processing
- ☐ Inventory Control
- ☐ Office Automation

Please continue on next page ⇒

- ☐ Desktop Publishing
- ☐ Word Processing
- ☐ Communications/ Networking
- ☐ Project Management
- ☐ Database Management
- ☐ Graphics
- ☐ Other _____

Please indicate the E-Mail, database and communications products used. ***(CHECK ALL THAT APPLY)***

E-Mail
- ☐ cc:Mail
- ☐ Microsoft Mail
- ☐ MacMail
- ☐ Other _____

PC Databases
- ☐ dBase
- ☐ Paradox
- ☐ FoxPro
- ☐ Other_____

Communications
- ☐ Crosstalk for Windows
- ☐ Procomm
- ☐ Modem - Baud Rate: _____
- ☐ Other_____

NONE OF THE ABOVE ☐

Please indicate network systems the SLRC has access:

- ☐ Internet
- ☐ DiAL-IN
- ☐ LaborNet
- ☐ America OnLine
- ☐ BBS_____
- ☐ Prodigy
- ☐ Compuserve
- ☐ EDNet
- ☐ OTAN
- ☐ Other_____

Please indicate which of the above network systems involve:
- ☐ E-Mail _____ ☐ File Transfer_____
- ☐ Telenet _____

Do you have/plan to have an Internet Node? ☐ Yes ☐ No

NONE OF THE ABOVE ☐

Please indicate the peripheral equipment used:
(CHECK ALL THAT APPLY)

	Currently Used	Planned within the next 12 months
Laser Printer	☐	☐
Letter Quality Printer	☐	☐
Dot Matrix Printer	☐	☐
Graphics Printer	☐	☐
Color Printer	☐	☐
Color Monitor	☐	☐
Monochrome Displays	☐	☐
Video Display Terminals	☐	☐
Graphics Terminals	☐	☐
Hard Disk Drives	☐	☐
Storage Devices	☐	☐
Scanner	☐	☐
CD-ROM	☐	☐
NONE OF THE ABOVE	☐	☐

4. NIFL INFORMATION AND COMMUNICATIONS NETWORK

(For detailed information on the network, please see the NIFL Vision Statement and other documents that have been prepared by the NIFL information and communication network work groups).

Are you interested in becoming an active member of the NIFL's network?

- ☐ Yes
- ☐ No
- ☐ As a user
- ☐ As a user and contributor

The NIFL system will offer the following services to the literacy community. Please identify which services you may use:

- ☐ Access to Internet resources.
- ☐ Bulletin board of statewide, regional and national calendar of events information, and on-line discussion with other members of the literacy community.
- ☐ Directory of SLRCs and literacy programs, as well as national organizations.
- ☐ List of funding opportunities and ***Federal Register*** information.
- ☐ Access to bibliographic information on commercially published and non-commercially published (produced by other SLRCs) materials.
- ☐ Downloading files form other databases.
- ☐ Sharing research and expertise with other SLRCs.
- ☐ On-line forums on ESL, workplace literacy, learning disabilities, and family literacy.

Do you need technical assistance in using a network?

- ☐ Yes (Please indicate type)
- ☐ No

_____

If additional space is needed to respond to questions, please do so on a separate sheet and attach to this form.

We are interested in any additional comments, concerns or questions you may have on these or related topics.

Please forward your mail or facsimile response to: **National Institute for Literacy, 800 Connecticut Avenue, N.W., Suite 200, Washington, DC 20006, ATTN: Jaleh Behroozi, Technology Assessment, FAX: 202/632-1512.** We would appreciate your response by **June 15, 1994,** so that we can complete this portion of the National Institute for Literacy's Information and Communications Project.

Andrew J. Hartman, Director ***Carolyn Y. Staley, Deputy Director***